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ABSTRACT

This final report describes the activities of Project LEEDS (Leadership Education to Empower Disabled Students), a federally supported project designed to create student/staff teams from colleges and universities to encourage undergraduate/graduate students with disabilities to become leaders, through development of self-identity and identity with one's peer group and learning to work with other individuals and groups. The report states that 178 students (with and without disabilities) and student affairs professionals representing 57 institutions participated in Project LEEDS. The activities and accomplishments of the project are identified. They include: (1) developed a leadership training curriculum geared to students with disabilities; (2) held two national Institutes on Disability and Leadership; (3) co-sponsored three regional conferences on disability and leadership; (4) provided technical assistance to institutions; (5) developed a leadership training manual; (6) provided 285 consultations on disability and leadership; (7) established a listserv to foster communication among Project LEEDS participants; (8) produced an annotated bibliography of leadership resources relevant to students with disabilities; and (9) disseminated information about the project. The report also provides program evaluation material including participants' satisfaction information. The outcomes of the project are highlighted, and a list of recommendations for those replicating the project is included. Appendices include the projects' publications, specific information on the institutes and conferences, articles on Project LEEDS, and evaluation data summaries. (CR)

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Project LEEDS:
Leadership Education to Empower Disabled Students

Final Report for
Dwight D. Eisenhower Leadership Development Program
Project #P261A30060
Office of Higher Education, Center for International Education
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TABLE OF CONTENTS

Executive Summary 1

Introduction

Context of the Project 6
Rationale 7
Conceptual Model 8
Project Components 10
Participants 11
Project Evaluation 12
Activities & Accomplishments 14
Disability and Leadership Curriculum 14
National Institute on Disability and Leadership 18
Regional Site Visits 22
Curriculum Manual 26
Follow-up Technical Assistance 27
Regional Conferences on Disability and Leadership 28
LEEDS Listserv 31
Dissemination 32
Outcomes and Perceived Value of the Project 35
Participants' Satisfaction 35
1994 Institute 35
Planning Considerations 37
1995 Institute 38
Regional Conferences 43
Outcomes 44
Student Participant Outcomes 44
Professional Staff Participant Outcomes 56
Team Outcomes 67
Institutional Outcomes 69
Conclusion 74
Lessons Learned 74
Recommendations for Replication 74

Appendices

A. Evaluation Methods and Data Collection Instruments
  - Evaluation Methods
  - 1994 Daily Evaluation of Curriculum and Facilities (sample)
  - 1995 Daily Evaluation of Curriculum and Facilities (sample)
  - 1994 Daily Reflective Feedback Questions
  - 1995 Daily Reflective Feedback Journal
  - 1994 Focus Group Interview Protocol
  - 1995 Focus Group Interview Protocol
  - Progress Report Form
  - 1994 Retrospective/Follow Up Survey
  - 1995 Pre-Institute Survey
  - 1995 Post-Institute Survey
  - 1995 Follow-up Survey
  - Needs Assessment Form
  - Regional Pre-Conference Survey (sample)
  - Regional Post-Conference Survey (sample)
  - Regional Conference Daily Evaluation of Curriculum and Facilities (sample)

B. Advisory Board Roster and Meeting Agendas

C. Publications
  - *Empowerment through Leadership Education*. S. Agresta B. Aune, G. & Chelberg, Impact, 8(3), Summer, 1995, 22-23
  - Leadership Literature Review
  - Disability Culture Literature Review
  - Annotated Bibliography
  - Table of Contents and Curriculum Description of *Igniting the Power in Disability: A Leadership Curriculum*
  - Press Release Announcing Applications for Participation in Project LEEDS
  - Articles Announcing the Institute:

    Bridges, the Newsletter of the Disabled Student Cultural Center, Vol. 1 No. 2.
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        - Brief -- March 9, 1994
        - Community -- April/May 94
        - Latest Developments (SIG) -- Fall 94
        - Student Leader -- January 95
        - National On-Campus Report -- January 2, 1995
        - The Disability Rag and ReSource -- Jan/Feb 95
        - NASPA Forum -- February 95
        - Disability Dispatch -- Spring 95
        - Community -- June 95
    - Project LEEDS Brochure/Applications (1994 & 1995)

D. Institute
    - Faculty Rosters (1994 & 1995)
    - Pre-Institute Readings Cover Sheets (1994 & 1995)
    - Campus Action Plan Worksheets
    - Selection Criteria for Participants (1994 & 1995)
    - Participant Rosters (Names, Titles, and Institutions for 1994 & 1995)
    - Institute Registration Forms (1994 & 1995)
    - Institute Schedules (1994 & 1995)

E. Regional Conferences
    - Regional Conference Schedules
    - Regional Conference Brochures

F. LEEDS-List Subscription Memo

G. Table of Trainings and Conference Presentations

H. Media Coverage of Project LEEDS

I. 1994 Institute Evaluation Data Summaries

J. References

EXECUTIVE SUMMARY

Overview of Project

In 1993, the University of Minnesota received a grant from the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education, with matching funds from Disability Services, to develop Project LEEDS: Leadership Education to Empower Disabled Students. The mission of Project LEEDS was to cultivate and support a cadre of disabled student leaders who are grounded in and who derive their leadership identity from the American Disability Culture.

Developing leadership and self-determination skills of students with disabilities is especially important given current trends in education. Despite legislation providing full access to higher education for individuals with disabilities, few efforts have been made to prepare youth and young adults with disabilities to function effectively in leadership roles.

Project LEEDS was uniquely postured to fill this gap in leadership education. Its theoretical model of leadership was fully informed by competing theories of leadership, with the important additional level of disability culture. Project LEEDS' conceptual model of leadership was based on current thinking about leadership development and was placed in the context of the American Disability Culture. In this model, self-identity and identity with one's peer group serve as a foundation for leadership development. In addition, an important part of becoming a leader is learning to interact with other individuals and groups. Students experience alliances between one disabled group and another, between disabled and non-disabled groups, and between students and staff. Learning to work with others within systems assists students with disabilities in discovering the power within themselves, in understanding how organizations work, and in developing leadership skills that they can use to contribute to the common good.

Project LEEDS included the following components: needs assessments on participating campuses; readings on disability and leadership issues; national Institute on Disability and Leadership: the development of a Campus Action Plan for each participating institution; ongoing technical assistance in implementing the plan; regional conferences; publication of a curriculum manual; and dissemination of the project model and materials.

The design of Project LEEDS called for the creation of student/staff teams from colleges and universities around the country. In all, 178 students (disabled and non-disabled) and student affairs professionals representing 57 institutions participated in Project LEEDS. A wide range of disabilities were represented in the students and staff participants. Students were both undergraduate and graduate students in a variety of disciplines. Staff participants represented a range of campus positions, such as deans of student life, disability service providers, student activities staff, and athletics.

Evaluation of Project LEEDS was done using both qualitative and quantitative methods. Quantitative analyses were conducted on the results of pre- post- and follow-up surveys, and participants' ratings of national Institute and regional conference activities. Qualitative analyses were done using information from focus group interviews of Institute participants, participants' journals, daily evaluations of the Institutes, Campus Action Plan progress reports, and unsolicited feedback on project activities, such as in e-mail correspondence. Together and separately, the qualitative and quantitative results were used to assess the impact and effectiveness of the Project LEEDS curriculum on a set of criteria for individual participants and for teams.

Accomplishments

Project LEEDS reached or surpassed most of its objectives. Below are listed highlights of the project's accomplishments.

- Developed a leadership training curriculum specifically geared to college students with disabilities.

- Held two national Institutes on Disability and Leadership in which 30 teams of student affairs professionals and disabled students (60 participants) participated in a 6-day immersion experience.

- Co-sponsored 3 regional conferences on disability and leadership in southeastern, west coast, and midwestern regions of the U.S., and provided technical assistance for a fourth conference in Hawaii. In all, 118 students and staff participated in these conferences.

- Conducted 8 site visits to participating institutions to provide technical assistance.

- Developed, field-tested, and published a leadership training manual entitled *Igniting the Power in Disability: A Leadership Curriculum.*

- Provided 285 consultations on disability and leadership to student leaders, campus professionals, and interested community organizations.

- Established a listserv (LEEDS-LIST) to foster communication among Project LEEDS participants and to use as a vehicle for technical assistance.

- Produced an annotated bibliography of leadership resources relevant to students with disabilities and wrote a literature review on disability culture.

- Disseminated information about the project by giving 13 regional and national conference presentations.

- Hosted the following news media who did stories on Project LEEDS and leadership/disability issues: KARE 11, National Public Radio, Minnesota Public Radio, Pioneer Press Dispatch, Minnesota Radio News Network, and the Minnesota Daily.

Perceived Value

Participant ratings of the Institutes and the regional conferences were generally very positive. Key findings of the 1994 Institute were that participants appreciated the interactive nature of the sessions, the support received from other participants and project staff, and the constructive direction for action. Areas for improvement cited after the 1994 Institute resulted in the following changes to the 1995 Institute: The intensity of the Institute was reduced, greater emphasis was placed on practical strategies, readings were streamlined, and interactive sessions were included for each topic. Key findings of the 1995 Institute were that the diversity of participants enhanced the learning environment, the variety of session formats complemented participants' learning styles, a supportive climate was created, participants left with a concrete Campus Action Plan, the pace and intensity was just right, and the use of volunteers enhanced the learning and operation of the Institute. The 1995 Institute participants did have suggestions for improvement, including modifying the Internet training to better accommodate different levels of expertise and different needs for adaptive technology, and changing the format of two of the sessions (one that was by interactive video in a lecture/discussion format, and the other that simulated natural divisions in groups which was seen as divisive).

Outcomes

The following outcomes were achieved and documented for at least the majority of LEEDS participants:

Student Participant Outcomes

- Changed, challenged and/or reaffirmed their views of personal disability.
- Increased their understanding of the broader disability community.
- Decreased their sense of isolation.
- Realized that issues they face are common to students at other campuses.
- Developed relationships that became a network of support.
- Found a sense of direction and purpose.
- Viewed leadership and being a change agent in new ways.
- Developed specific leadership skills.
- Increased self-confidence about being a leader or agent of change.
- Used leadership/change agent skills.
- Have been recognized by others as leaders.
- Challenged the role of non-disabled allies.
- Used e-mail and Internet as tools to stay connected with other LEEDS participants.

Staff Participant Outcomes

- Reaffirmed and challenged their views of the role of disability in their lives.
- Broadened their understanding of the disability movement.
- Decreased their sense of isolation and found a network of support.
- Developed personally, including finding a purpose and direction.
- Gained new insights into what it means to be a leader and an agent of change.
- Made positive changes in their view of themselves as leaders and as agents of change.
- Continued to hold leadership positions on their campuses and in the community.
- Learned the advantages of building alliances.
- Moved from viewing themselves as leaders to viewing themselves as facilitators of student leaders.
- Challenged their views of their roles as counselors and as advocates.
- Used e-mail and Internet as a way to remain connected to other LEEDS participants.

Team and Institutional Outcomes

- Teams were developed and strengthened by the Institute.
- Teams participated in the change process by working with others on campus activities.
- Despite obstacles, teams achieved a variety of goals on their campuses, including improving physical access, establishing a central location for services, building alliances, hosting disability awareness events, and building disability community.

- Teams experienced unexpected outcomes, including changes made by Residence Life, Student Development offices, and academic departments.
- Teams were unsuccessful in some of their attempts to make change on campus, including inability to include all disabled groups in campus activities, to develop a mentor program, and to form a standing committee on disability.

Recommendations for Replication

Based on the experiences in implementing and evaluating Project LEEDS, the following recommendations are made to other institutions considering replication of the model.

- Educate target audiences as to the importance of leadership education that is inclusive of disability perspectives.
- Respect all perspectives represented while, at the same time, expose participants to new perspectives regarding the disability experience.
- Work to ensure that Campus Action Plans reach beyond basic disability access to include strategies for leadership advancement for students with disabilities.
- Obtain, early on, participant commitment for regular communication, reporting, and follow-up.
- Consult with other mainstream and minority-based leadership projects for input on project and evaluation design.
- In designing the project, plan for continuation and self-sufficiency from the onset of funding.
- Identify a core group of disabled student leaders to assist in implementing, refining, and planning curriculum activities.
- Be open to changing the format and content as the project unfolds.
- Address disability access concerns proactively. Providing full disability accommodations tells participants that the philosophy of inclusion of people with disabilities is not merely an abstract consideration, but that it is regarded as a basic logistical concern.

INTRODUCTION

Context of the Project

In 1990 the United States celebrated the signing of the Americans with Disabilities Act (ADA). This landmark event was a radical shift in how the United States viewed the experience of disability. The ADA called for society to open its doors to people with disabilities by taking responsibility for removing physical, informational, programmatic, and attitudinal barriers. At the same time that the ADA guaranteed the civil rights of disabled Americans, it also opened opportunities for disabled Americans to take up their civic and community responsibilities.

The University of Minnesota embraced the passage of the ADA as an occasion to renew its commitment to students, faculty, and staff with disabilities by conducting an ADA self-study (to assess where the University stood with regards to complying to the new law) and hosting a two day conference entitled "The ADA and U" (to inform the University community on how it would be impacted by the ADA).

Simultaneously, students with disabilities at the University were exploring ways to promote disability community, culture, and pride. With support from Disability Services and the Office of Student Activities, the students established the Disabled Student Cultural Center (DSCC), the first center of its kind in the country. The philosophy driving the DSCC built on the ADA, asserting that disability is a part of the human experience and does not warrant discrimination or shame. In fact, the DSCC asserted that disability could be a source of pride and a basis for community.

The establishment of the DSCC brought national attention to the University and made it ideally situated to host a national conference for disabled student leaders. With broad support from the University and a few key organizations, the University hosted "Disabled and Proud: The 1993 National Gathering of College Students with Disabilities." This three-day conference brought together disabled students and leaders from the disability community from throughout the U.S., Canada, and the United Kingdom to explore disability history, culture, identity, and leadership. It was evident to the planners of "Disabled and Proud" that they were just scratching the surface with the conference and that there was significant work to be done in developing a new generation of disabled student leaders to meet the challenges of the 21st century. In 1993, the University of Minnesota received a grant from the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education, with matching funds from Disability Services, to develop Project LEEDS: Leadership Education to Empower Disabled Students. The mission of Project LEEDS:

was to cultivate and support a cadre of disabled student leaders who are grounded in and who derive their leadership identity from the American Disability Culture.

This report will delineate the goals and objectives of Project LEEDS, project participants, activities undertaken by project staff, participant satisfaction, and outcomes of the project. Additionally, the report will address how Project LEEDS evolved, what changes were made from the original proposal and why, and what unanticipated outcomes resulted from project activities. Finally, the report will reflect on lessons learned, and make recommendations for adapting or replicating Project LEEDS. It is the express desire of project staff that readers of this report take away new information which can be used to further enhance leadership development among students with disabilities.

Rationale

Developing leadership and self-determination skills of students with disabilities is especially important given current trends in education. Despite legislation providing full access to higher education for individuals with disabilities, few efforts have been made to prepare youth and young adults with disabilities to function effectively in leadership roles. As with other disenfranchised groups, including persons of color and women, representation of disabled student leaders in mainstream leadership positions is low. Although college students with disabilities represent approximately 10% of the national student population (National Center for Education Statistics, 1989), few efforts have been made to address the specific interests and needs of students with disabilities in campus leadership initiatives.

Why is it that almost nothing has been done to promote leadership development among students with disabilities? The answer, in part, lies in our traditional perceptions of disability.

- The traditional **medical model** of disability views disability as a deficit that resides within the individual. The solution to disability-related problems in this model is to "fix" the disabled individual. Students with disabilities have generally been thought of as passive recipients of services, not active agents. Therefore, they are not thought of when we think of leaders.
- The **interactional model** of disability, representing a new way of thinking, views disability as a difference. Disability-related problems in this model do not reside within the individual, but occur when the disabled person interacts with a society designed for non-disabled members. In this view, society needs "fixing," not the individual (Gill 1987, 1992; Hahn 1985, 1988). The societal environment needs to be adapted to welcome a wide range of human differences. In this model, it is natural to think of

> disabled individuals as potential leaders, ideally suited to guide the way in making our environment accessible to all individuals.

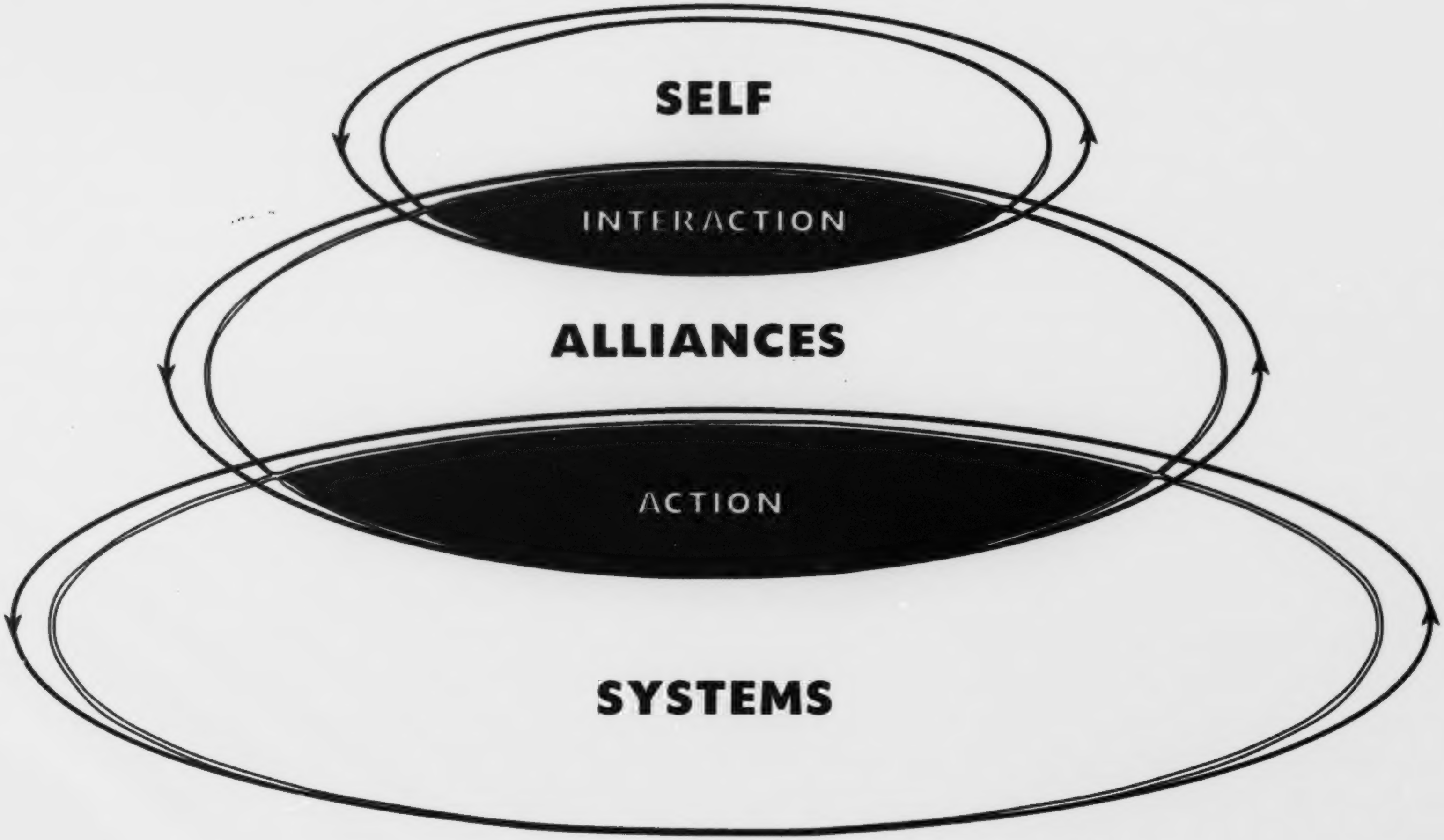
According to the Eisenhower Leadership Group (Sorenson et al., 1996), leadership education allows students to become full participants in the democratic enterprise. New models of collaborative and participatory leadership empower those with little power and few resources. "The new model of leadership enables students to discover they are worthy and competent, and that because they are both they can make a difference" (p.8). Full integration and the capacity of students with disabilities to achieve autonomy will not occur until quality opportunities for leadership training, designed by and tailored to the needs of students with disabilities, are available in higher education.

Project LEEDS was uniquely postured to fill a gap in leadership education, which to date had not developed approaches uniquely designed for disabled students. Its theoretical model of leadership was fully informed by competing theories of leadership, with the important additional level of disability culture. Students were empowered to envision themselves as leaders and as members of alliances between disabled and non-disabled, students and staff. Further, students gained multiple perspectives of organizations and how they could work within complex systems.

Conceptual Model

Project LEEDS developed a conceptual model of leadership that is based on current thinking about leadership development and is placed in the context of the American Disability Culture. The figure on the following page depicts this concept of leadership development. Self-identity and identity with one's peer group serve as a foundation for leadership development. For individuals with disabilities, this identity includes:

- pride in oneself as a disabled person,
- identification with other disabled people as a peer group, and
- viewing one's group as part of a unique culture, the disability culture.



SELF

INTERACTION

ALLIANCES

ACTION

SYSTEMS

■ **DEVELOPING LEADERSHIP SKILLS THROUGH INTERACTION AND ACTION WITH PEOPLE AND SYSTEMS**

Once individuals feel comfortable with themselves and feel part of a supportive group, they are open to think of themselves as potential leaders both within and beyond that group. However, leadership "exists only in relationships" (Bolman & Deal, 1991, p. 404), and an important part of becoming a leader is learning to interact with other individuals and groups. Students experience alliances between one disabled group and another, between disabled and non-disabled groups, and between students and staff. Non-disabled staff were welcomed and valued for the perspectives and experiences they could bring to the alliances while at the same time, staff were challenged to examine their role in the disability movement. As members of these alliances, students empower themselves to form coalitions that take action to affect the larger system or organization. Learning to work with others within systems assists students with disabilities in discovering the power within themselves, in understanding how organizations work, and in developing leadership skills that they can use to contribute to the common good.

Project Components

Project LEEDS hosted two national Institutes on Disability and Leadership (August, 1994 and June, 1995). A total of thirty teams, each consisting of a student affairs professional and a disabled college student, gathered for an intensive immersion experience, to explore issues of leadership and identity formation, the nature of power and disability, tools for community building, and the synergy of alliance. Project LEEDS included the following components:

- Needs Assessment:
  Before attending the Institute, each team developed a campus profile, gathered information from existing institutional research, and determined resources available on campus.
- Readings:
  Teams were given readings before and after the Institute on the history of the disability rights movement, disability culture, issues of dependency and power, and student leadership development.
- Campus Action Plan:
  Each team developed and implemented Campus Action Plans (CAPs), which served to improve the campus climate for disabled students at their home institutions, while at the same time allowed their newly developed leadership skills to be put to work. After participation in the Institute, participants returned to their campuses to implement their Campus Action Plans.
- Ongoing Technical Assistance:
  Project staff provided technical assistance via electronic mail phone, FAX, mail, and site visits. Project LEEDS maintained "LEEDS-List," a listserv on the Internet to facilitate

communication among Institute alumnae/i, and to provide a forum for technical assistance. In addition, Project LEEDS staff conducted eight site visits providing further technical assistance.

- Regional Conferences:
  Project staff worked with 7 teams to plan 3 regional LEEDS conferences, which Project LEEDS co-sponsored. One additional team hosted a regional conference for which project staff solely provided technical assistance. The conferences were hosted by the following institutions: Leeward Community College (Pearl City, HI); Darton College (Albany, GA); Moorhead State University (Moorhead, MN); and San Francisco State University (San Francisco, CA).
- Curriculum Manual:

Project staff produced *Igniting the Power in Disability: A Leadership Curriculum* for national dissemination.

Participants

The design of Project LEEDS called for the creation of student/staff teams from colleges and universities around the country. In all, 178 students (disabled and non-disabled) and student affairs professionals representing 57 institutions participated in Project LEEDS. Teams for the 1994 and 1995 National Institutes on Disability and Leadership were made up of one disabled student and one student affairs professional (disabled and non-disabled). In all, 60 students and professionals participated in the national Institutes. A wide range of disabilities were represented in the students and staff participants including: mobility, visual, hearing, psychiatric, learning, and systemic. Student participants in 1994 included a significant number with visible disabilities, while in 1995, more of the students had hidden disabilities. In addition, students were both undergraduate and graduate students in a variety of disciplines, primarily social sciences. Staff participants came from a variety of backgrounds including: deans of student life, disability service providers, student activities staff, drug and alcohol prevention, and athletics.

Regional conference participants represented 27 colleges and universities from around the country. Teams again consisted of disabled students and student affairs professionals, except that the southeast and upper midwest conference included non-disabled students in their teams as well. In all, 118 students (disabled and non-disabled) and student affairs professionals attended the regional conferences.

Continuation of the Model

While Project LEEDS broke significant new ground in the development of the leadership potential of students with disabilities, Disability Services staff plan to continue refining the model and to maintain a presence in the emerging area of disability and leadership. Disability Services will continue to provide an electronic home to LEEDS-List and may open the listserv to a broader audience to engage others in the dialogue. Project staff, who have moved on to other responsibilities within DS, will continue to support project alumni with any requested technical assistance. In addition, dissemination of the curriculum manual and resultant technical assistance will occur for at least one year beyond grant funding. Project staff will continue to provide national and regional consulting on disability and leadership development.

Disability Services developed two grant proposals which built on the initial work of Project LEEDS. The first proposal, submitted to the Eisenhower Leadership Program, would have directly expanded on the model by creating tools and strategies for effective dissemination and replication of the project. Although the Eisenhower Leadership Program's funding was cut by Congress, Disability Services plans to seek other possible funders in the future.

The second proposal focused on a specific issue identified in a number of the Campus Action Plans developed by alumni teams. Many teams found a significant need for accessibility training and information for student leaders and personnel responsible for planning campus activities. Disability Services staff, in collaboration with three alumni teams, submitted a proposal to the Fund for the Improvement of Post Secondary Education (FIPSE) to develop a regional train-the-trainer project to improve the campus climate for college students with disabilities by removing barriers to student life. *Engage: Disability Access to Student Life* was funded and began its work in September 1995. *Engage* is working with teams of students (disabled and non-disabled) and student life staff from eight midwestern colleges and universities to provide teams with the skills and knowledge to successfully train students and staff at their home institutions on how to create accessible events, organizations, and policies. The project is expected to result in new resources designed to assist those responsible in planning campus events and in improved quality and frequency of interactions between disabled and non-disabled students.

Project Evaluation

Project LEEDS invested considerable time and energy into project evaluation. Project staff believed that if this was to be a model project to be replicated by others, that evaluation was a central, not a peripheral activity.

Evaluation of Project LEEDS was done using both qualitative and quantitative methods. Quantitative analyses were conducted on the results of surveys, which were administered to project participants before and after the 1995 Institute and the regional conferences, and at least six months after the national Institutes to assess long-term impact of the curriculum. The surveys attempted to capture how participants rated themselves on a variety of leadership dimensions before, immediately after, and 6 months after the Institute. The surveys were not developed until the 1995 Institute, so a survey was then developed and distributed to participants of the 1994 Institute to collect retrospective self-ratings (how they believe they viewed themselves before the Institute) and follow up data (how they viewed themselves at the time they completed the survey). Quantitative analyses were also conducted on participants' ratings of national Institute and regional conference activities. Quantitative analysis methods used are described in Appendix A.

Qualitative analyses were done using information from a variety of sources. Analysis of these data is also described in Appendix A:

- Open-ended questions on the surveys described above
- Transcripts of the focus group interviews conducted at the 1994 and 1995 Institutes
- Copies of participants' journals collected at the 1995 Institute
- Composites of the daily evaluations collected at the 1994 and 1995 Institutes.
- Free responses on unsolicited feedback on project activities, such as in e-mail correspondence
- Campus Action Plan progress reports

Together and separately, the qualitative and quantitative results were used to assess the impact and effectiveness of the Project LEEDS curriculum on a set of criteria for individual participants of Project LEEDS national Institutes and regional conferences, on student-staff teams, and on the home institutions of the participant teams. See Appendix A for a complete description of the evaluation methods and procedures and for copies of the evaluation tools.

ACTIVITIES AND ACCOMPLISHMENTS

In this section, activities and accomplishments for each objective in the original proposal will be described, along with discussion of what changes were made and why. Page numbers from the original proposal are cited and the objectives are single spaced. Changes to the original objectives, approved at the time of budget negotiations or at the writing of the non-competing continuation application, are noted in italics.

Data for this section of the report were obtained from a database already in place in the department at the onset of funding which is described in detail in Appendix A.

Objective a. Disability and Leadership Curriculum (p. 15-16)
By April 15, 1994, complete the first edition of a leadership training curriculum and associated readings/activities, for use in immersive 6 day training format (*revised deadline, June 30, 1994*).

1. Review leadership education programs for the mainstream.

Activities

A graduate research assistant surveyed the literature on leadership education and drafted a review which was consulted during the development of the LEEDS curriculum (see Appendix C for the review). Resources from the literature review were later incorporated into the annotated bibliography (see objective a.5). In addition, staff consulted with the National Clearinghouse for Leadership Programs, College Park, MD, and utilized resources found in the University of Minnesota's Office of Student Activities and Student Diversity Institute. Project staff were also able to draw upon the knowledge of the project director who holds a doctoral degree in educational leadership.

2. Review self-determination literature for background.

Activities

Project staff obtained a copy of a review of self-determination literature completed by Brian Aberry at the Institute on Community Integration, University of Minnesota. This resource was consulted as staff compiled materials for the curriculum.

3. Use Advisory Board to develop a taxonomy of issues to be addressed in LEEDS curriculum.

Activities

The project coordinator recruited a diverse Advisory Board representing a cross section of disability scholars, activists, student life and leadership experts, students with disabilities, community representatives, and professionals from a variety of higher education institutions. The majority of the board was made up of members from the Minneapolis St. Paul metropolitan area.

However, to ensure a national perspective and to take advantage of the significant knowledge and resources available outside of Minnesota, two members participated via speaker phone conference call from San Francisco and Chicago. The 23-member Advisory Board met approximately three times per academic year throughout the duration of the grant. Additionally, Project staff consulted regularly with Advisory Board members individually as needed (see Appendix B for Advisory Board roster and meeting agendas).

At its first meeting, February, 17, 1994, the Advisory Board assisted staff by outlining key issues regarding disability and leadership. In addition, members provided feedback on the establishment of selection criteria for Project LEEDS participants.

4. Review key "disability culture" resources to compile a resource base for contextualizing discussion of emerging disability leadership movement.

Activities

A graduate research assistant compiled a thorough review of the disability culture literature. This resource played a significant role in the shaping of the LEEDS curriculum (see Appendix C for the review). Resources from this review were later incorporated into the annotated bibliography (see objective a.5).

Participants of "Disabled and Proud", a national leadership conference sponsored by the University of Minnesota in 1993, were interviewed by a graduate research assistant to discover what issues and potential formats would be most beneficial in structuring the LEEDS curriculum.

The project director and coordinator also sought to maximize the time and resources spent traveling to Eisenhower Leadership Program Project Directors' meetings by arranging to meet with key leaders in the international disability movement in Los Angeles, Washington, D.C., and San Francisco. These meetings were critical to the discovery of new resources and ideas which influenced and strengthened the curriculum.

5. Prepare an annotated bibliography of resources consulted.

Activities

An annotated bibliography was drafted and later revised by a graduate research assistant with guidance from the project director. The bibliography is made up of multi media resources in a variety of topical areas including: (a) disability community/culture, (b) disability services in higher education, and alliance between students and staff, (c) leadership education for ethnically diverse students, (d) leadership development in higher education, and (e) student life and diversity (see

Appendix C for a copy of the annotated bibliography). The bibliography was later incorporated into the LEEDS curriculum manual (see objective d).

6. With faculty members from the advisory group and Gill and Longmore, outline the content of a leadership training curriculum; review and revise; tag each segment with key resources and readings.

Activities

A curriculum development committee was formed, including Project LEEDS staff and faculty member Terry Collins (Dissemination Consultant). The following were consulted as well: Paul Longmore (San Francisco State University), Carol Gill (Chicago Institute of Disability Research), David Hancox (Partners in Policy, Minneapolis, MN), Juan Moreno (Student Diversity Institute, University of Minnesota), Barbara Waxman (Los Angeles Regional Family Planning Council, Inc.), Victoria Ann Lewis (Other Voices, Mark Tapir Forum, Los Angeles), Shafik Abu-Tahir (Community Awareness Network, Philadelphia).

The curriculum development committee drafted key learning objectives which supported the mission of the project. The objectives guided the creation of the curriculum are as follows:

Objective I	To build a rich understanding of disability consciousness and pride.
Objective II	To develop a working knowledge of leadership theory and practice.
Objective III	To explore the ways in which power, disability, and leadership relate.
Objective IV	To create working alliances between disabled and non-disabled, students and staff, who can effect change on campus.

7. Consult with Instructional Technology faculty and staff to review media format options (text, interactive computer resources, audio etc.).

Activities

As part of the process of identifying facilities and resources for the National Institutes on Disability and Leadership, project staff consulted with and made necessary arrangements through the University of Minnesota Media Resources and the University of St. Thomas, where the 1995 Institute was held. Project staff made arrangements to utilize interactive classrooms in order to facilitate the participation of Paul K. Longmore as a keynote speaker during the Institutes (Professor Longmore is at San Francisco State University and participated via teleconference audio-visual downlink). In addition, Judy Heumann, Assistant Secretary of the U.S. Department of Education, was also able to participate by speaker phone at the 1995 Institute. Project staff identified and reserved adaptive computer stations to facilitate Internet training for participants at both Institutes.

8. Draft curriculum.

Activities

Project staff developed a working curriculum outline drawing from the various literature reviews and results of a number of key meetings. Topic areas included in the outline were: disability identity and pride, theories of leadership, campus action, organizational change, power, alliances, community building, and the Internet. Project staff worked with the Advisory Board to identify facilitators for various sessions and worked to establish a balance between interactive exercises and theoretical discussions.

9. Circulate curriculum for comment among all staff, dissemination consultant, and advisory board.

Activities

Project Staff consulted regularly with various staff, faculty, and advisors during the drafting of the curriculum as noted above. The curriculum outline was circulated at the June 30, 1994 Advisory Board meeting for final comments before last revisions were made. Advisory Board members made few changes in the outline and commented that it was a very ambitious agenda.

10. Revise curriculum.

Activities

The curriculum was revised after receiving feedback from the Advisory Board and was implemented at the 1994 National Institute on Disability and Leadership (see Objective b for further discussion). The curriculum was revised again using the feedback of 1994 Institute participants as a guide for making changes (see Appendix A for data collection analysis and methods). The curriculum was implemented at the 1995 National Institute on Disability and Leadership and the subsequent regional conferences (see Objective b and f). The curriculum was formatted as a manual, a process described in Objective d.

11. Submit for course approval and CEU certification.

Activities

Due to time constraints and the evolutionary nature of the curriculum, project staff decided that it was not feasible to pursue course approval or CEU certification within the grant period. Additional barriers were: the wide array of professions represented in the staff team members, the issue of student team members being both undergraduate and graduate students in a variety of disciplines, and the expense related to charging participants for credits earned through the project.

Objective b. National Institutes on Disability and Leadership (p. 16-17)
In summer of 1994 and summer 1995, offer 6 day immersion structured leadership training workshops at the University of Minnesota campus. Each workshop will include 20 teams from 20 different institutions of higher education in the U.S. (some non-U.S. teams can be accommodated as need/opportunity presents). Each team will be composed of at least one student with a disability and one staff member key to provision of services/accommodations on the campus.

Note: *As a result of having been funded less than originally requested, in budget negotiations the number of institutional teams was cut from 20 to 12. The composition of the teams was redefined to include student affairs professionals (e.g., disability service providers as well as student organization advisers, faculty, student life personnel, etc.).*

1. Publicize opportunities for participation in the summer immersion workshops and application procedure.

Activities

Project staff placed a high priority on getting the word out about Project LEEDS and opportunities for involvement. In the winter of 1994 project staff wrote a press release announcing the funding of the project and the availability of applications for participation, which was disseminated via University Relations to local and national mainstream and college media (see Appendix C). Announcements and articles appeared in the following publications:

- University of Minnesota Brief
- Alert (newsletter of the Association on Higher Education and Disability)
- Disability Dispatch (newsletter of U of MN Disability Services)
- Bridges (newsletter of Disabled Student Cultural Center, U of MN)
- Prometheus (newsletter of the Disability Concerns network of the National Association of Student Personnel Administrators)
- Minnesota Daily

Project staff established an e-mail address for Project LEEDS <leeds@disserv.stu.umn.edu>. (See Appendix F for subscription memo). A graduate research assistant also posted a brief version of the press release on approximately 20 Internet listservs, including DSSHE-L, L-HCAP, DDFIND, and ADAPT-L.

A brochure/application promoting the 1994 Institute was developed and distributed to 3,700 people, using the following mailing lists: National Association of Student Personnel Administrators (NASPA), Association of Higher Education and Disability (AHEAD), and Disabled and Proud participants (see Appendix C for brochure/application).

For the 1995 Institute, a press release announcing the Institute was written and disseminated to more than 50 national organizations of higher education and regional/local media. Articles or announcements appeared in the following publications:

- Learning Disabilities Special Interest Group (newsletter of AHEAD)
- NASPA Forum (National Association of Student Personnel Administrators)
- Student Leader
- Disability Rag

In addition, a graduate research assistant posted announcements of the upcoming Institute and application on 10 listservs.

The 1994 brochure/application was revised and updated to reflect project experiences and highlight participant comments (see Appendix C for the 1995 brochure/application). The brochures were mailed to over 2,000 people on the AHEAD and Project LEEDS mailing lists. In addition, project staff drafted a cover letter to 1994 alumni inviting them to pass on the brochures to interested students and staff at other institutions (project staff decided that new applications would be limited to institutions which had not yet participated in the project).

2. Institute curriculum planning.

Activities

Project staff confirmed Institute faculty (see 1994 and 1995 Faculty Rosters in Appendix D). In addition, staff selected background readings on disability pride, leadership theories, and student staff team development to send participants (see readings cover sheet in Appendix D). Staff also prepared a pre-Institute needs assessment, which later became part of the Campus Action Plan Worksheets (see Appendix D), to assist campus teams in gathering information about their campus climate and available resources. Both the readings and the needs assessment were sent to participants in advance of the 1994 Institute directing them to complete both before arriving in Minneapolis.

In preparation for the 1995 Institute, staff improved pre-Institute readings by selecting fewer and making them more central to the philosophies of the project. In addition, project staff worked with Institute faculty to incorporate readings into their sessions (see Appendix D for 1995 readings cover page). Project staff also revised the pre-Institute needs assessment process, allowing more time for campus teams to gather needed information. See X Objective a.6 above and for further discussion of the six-day intensive curriculum.

3. Make reservations and arrangements for facility, housing, transport, special needs etc.

Activities

In 1994, participants were housed on campus, in Middlebrook Hall, with overflow housing at the Holiday Inn-Metrodome, adjacent to the campus. Ground transportation to and from the airport was arranged through Airport Express. Travel to and from Minneapolis for institutional teams was arranged by their own institutions. Air travel for guest speakers was arranged through Travel Associates, Minneapolis. Arrangements for accessible ground transportation to off-site activities were arranged through Handicabs, Minneapolis. Disability accommodations were provided as per requests made on participants' registration forms. Alternate formats, sign language interpreters, and adaptive computing facilities were provided by the University of Minnesota Disability Services personnel and resources. Breakfast was provided to participants from Food Service at their housing site. All lunches, dinners, and snacks were provided by the Hubert H. Humphrey (H.H.H.) dining center on the University Campus. All activities took place on the West Bank of the University of Minnesota campus. The core of the Institute activities took place at the H.H.H. center. Other activities took place at Rarig Hall, Middlebrook Hall, and the Southern Theatre. All were accessible for persons who use wheelchairs or who require tactile signage.

In order to ensure better access and less strain on 1995 Institute participants, the project coordinator and (Disability Services' accessibility specialist) surveyed five sites. The University of St. Thomas--Minneapolis campus, along with the Hotel Luxenford Suites, both in downtown Minneapolis, were selected as the site for the 1995 Institute. They were selected for convenience, state of the art facilities, cost effectiveness, and accessibility. Project staff conducted disability customer service training workshops for staff at each facility. Again, ground transportation to and from the airport was provided by Airport Express, and accessible transit to off-site events was provided by Handicabs. Participant institutions were responsible for covering air or ground transportation to and from Minneapolis. All breakfasts, lunches, and snacks were provided through University of St. Thomas dining services. The majority of dinners were held at the Hotel Luxenford Suites with the exception of the last two which were held at area restaurants due to scheduling conflicts at the hotel. The majority of Institute events were held at the University of St. Thomas in classrooms, auditorium, and computer labs. Participants also attended a performance at the Hennepin Center for the Arts Little Theater (downtown Minneapolis). Disability accommodations were again, provided by Disability Services staff and resources. All facilities were even more accessible and comfortable than 1994.

4. By April 30, have received applications.

Activities

Project LEEDS received 41 applications by April 27, 1994.

In 1995, Project LEEDS received 27 applications. Project staff discussed possible reasons for the drop in numbers and were told by some institutions that the date was problematic for some (the Institute had been moved to June and that interfered with summer courses); other staff indicated that budget constraints kept them from applying. The NASPA mailing list, used in 1994, was not utilized in 1995 due to an oversight in ordering.

5. By May 15, have selected participants.

Activities

Advisory Board members received sets of applications to review, and at the April 28, 1994 Advisory Board meeting, members deliberated and selected 12 teams and four alternates. Subsequently, it was determined that the grant budget, along with additional Disability Services match (for a Canadian team), allowed the four alternate teams to also participate. All applicants were notified in writing of their status. Teams that were accepted also received registration materials (see Appendix D for registration form). The participants selected and confirmed for the 1994 Institute are listed in Appendix D.

In 1995, the application review process followed a similar plan with the exception of how applications were distributed amongst the Advisory Board. Advisory Board members were divided into subcommittees. After each member had reviewed the applications individually, the subcommittee met on March 30, 1995, to discuss and agree on their collective recommendations. In all, 14 teams were selected (see Appendix D for 1995 participant roster). Project staff were able to include two more teams than the original 12 because of additional match provided by Disability Services for one additional team and because the Canadian team which was accepted agreed to cover their food and lodging expenses. All applicants were notified in writing as to their status. Selected teams also received registration materials (see Appendix D for registration form).

6. By June 1, mail to confirmed participants the pre-conference segment of materials etc.

Activities

1994 and 1995 participants received pre-Institute readings and needs assessments (discussed in objective b.3 above) before arriving in Minneapolis.

7. At dates specified, host Institute and deliver second, immersive on-site curriculum segment.

Activities

The first National Institute on Disability and Leadership, was held August 1- 7, 1994 (see Appendix D for the Institute schedule). Thirty-two participants representing 16 colleges/universities from the U.S. and Canada were in attendance. Judy Heumann, Assistant Secretary for OSERS (Office of Special Education and Rehabilitative Services, U.S. Department of Education), spoke at the welcome reception. Paul K. Longmore, Assistant Professor of History, San Francisco State University addressed the participants via interactive video technology. Cheryl Marie Wade performed at the Southern Theatre for the final evening of the Institute. The following media covered the Institute: Minnesota Public Radio (Aug. 2); Minnesota Daily (Aug. 3 & 5); and Pioneer Press (Aug. 4).

The second National Institute on Disability and Leadership was held on June 21 - 27, 1995 (see Appendix D for Institute schedule). There were 28 participants representing 14 colleges/universities from the U.S. and Canada. Highlights included: Carol J. Gill (Chicago Institute of Disability Research) speaking on power in developing a distinct disability identity; Becky Swanson-Kroll, Rainbow Research, and George Shapiro, University of Minnesota, challenging participants to define leadership and where their definitions place them in a broader disability movement. Students and staff also participated in a simulation on change and learned how working together can benefit their campuses. The following media covered the Institute: Minnesota Radio News Network; Radio K (U of MN radio); Minnesota Daily (U of MN newspaper); and KARE 11 TV News (see Appendix H for copies of the Daily articles).

8. Distribute third segment etc.

Activities

In both 1994 and 1995, project staff concluded the Institutes with focus groups to determine the impact of the curriculum and to plan for next steps. Participants were asked what they expected to most need from the project upon their return home. Participants expressed a desire to get many of the specifics on how to utilize some of the materials from the Institute curriculum along with day to day technical assistance in implementing their Campus Action Plans. See Objectives c, e, and g for further discussion of follow-up technical assistance (the third segment of the curriculum).

Objective c. Regional Site Visits (p. 17-18)

From August 1994-December 1994 and August 1995-December 1995 follow up with regionally-based technical assistance to 20 teams (x2) trained in each summer. The technical assistance will focus on regional campus networks which provide regional leadership outreach based on summer workshops for 40 teams. Objective c. now reads as follows: *From September 1994-October 1994 (due to changes in the start date), conduct four regional site visits (sites will be selected on a regional basis, with willingness and resources as significant factors).*

Activities

The regional follow-up workshops were redefined as regional site visits for Year One, in order to facilitate more active involvement on the part of summer Institute participants in planning the 1995 regional disability and leadership conferences. The regional site visits still provided technical support, as well as initiated the planning process for the 1995 regional conferences. In addition, this arrangement took into consideration the limited financial support available to Institute alumni from their home institutions to travel to another meeting immediately following the Institute.

1. Form summer immersive participants into five regional collaborative groups of four for follow-up.

Activities

Since 16 teams were accepted in 1994, project staff created four regions, with four teams per region for follow-up and regional 1995 conference planning. The original plan called for adding 1995 participant teams to the regional structure set up in 1994. However, the teams that were accepted for the 1995 Institute did not fall nicely into the geographic regions already made. A significant number of 1995 participant teams were from Midwest institutions (including Minnesota, Wisconsin, North Dakota, and Iowa), making it difficult to develop mentor relationships between 1994 alumni and 1995 participants. Project staff decided to forego the regional structure due to the smaller total number of teams than planned for in the original application, and the dispersed nature of 1994 and 1995 teams.

2. In months 8-10, 20-22, provide Internet, letter, and phone support to site teams as they implement action plan for local leadership development.

Activities

An integral element of the Project LEEDS curriculum is leadership for the common good. Participants at the 1994 and 1995 Institutes as well as participants at the regional conferences spent a great deal of time developing Campus Action Plans (CAP). The CAP provided participant teams an opportunity to put into practice the newly gained leadership skills and knowledge they acquired as a part of the project, while at the same time allowing them to work toward improving the campus climate for students with disabilities.

Project staff placed a high priority on providing participant teams with follow-up technical assistance in their efforts to successfully implement their CAP. Internet, letter, fax, and phone support were provided to project participants (See Objective e for further discussion of technical assistance). The graduate research assistant established a listserv on the Internet to provide a forum for Project alumni to continue dialogue around key issues (See Objective g for discussion on LEEDS-List).

3. In months 11-12 and 23-24, provide regional group technical assistance workshops in five sites (four regional teams per site). In technical assistance, provide support and problem solving in achieving local action plans in follow-up to Internet discussion/interaction. This was accomplished as modified, based on the regional structure that developed. *In months 13-14, conduct four regional site visits concentrating on technical support and initial planning of fall 1995 regional disability and leadership conferences.*

Activities

Project staff, through efficient use of resources and staff time, were able to visit 8 participating institutions from the 1994 group. Site visits included an opportunity for project staff to experience the realities of individual campuses, time for participants to meet with project staff and discuss issues regarding CAP implementation, occasions for project participants to utilize project staff expertise in campus presentations and/or meetings with key campus officials, and the opportunity to convene 3 planning committees for regional conferences to be held in the Fall of 1995.

The project coordinator initiated the first set of site visits in the Fall of 1994. He was able to take advantage of the close proximity of San Francisco State and Sonoma State Universities. He met with participant teams at both institutions and discussed plans for their CAP's. He also met with disabled student groups on both campuses to discuss Project LEEDS and promote opportunities for other students to get involved in campus change efforts. In addition, he participated in San Francisco State's Disability Awareness Month as part of a panel for a Campus Town Hall Forum on disability. At Sonoma State he presented a brown bag lunch presentation/discussion on disability identity and leadership for the Sonoma State chapter of the Society for Disability Studies (See table of trainings in Appendix G). Finally the project coordinator convened a regional conference planning meeting with team members from San Francisco State, Sonoma State, and the University of San Diego. The committee enthusiastically agreed to plan a regional conference for 1995 hosted by San Francisco State University. Plans were made to continue planning via Internet discussions and regularly scheduled conference calls.

The second set of site visits also took place in the fall of 1994, taking the project coordinator to Georgia, where he was again able to take advantage of the close proximity of Darton College in Albany and Georgia State University at Atlanta. Again the project coordinator met with campus teams from both institutions to discuss progress and barriers to implementation of their CAP's. He also met with top level administrators at both schools to discuss Project LEEDS and the importance of campus administration support of the participant team's efforts. In addition he was able to meet with disabled student groups to present information on Project LEEDS and inform other students about how they too could be involved. Finally, participant teams and the project coordinator convened a regional conference planning meeting at which participants committed to planning a regional conference in 1995 hosted by Darton College.

The principle investigator was able to take advantage of an unrelated visit to the University of Colorado-Boulder to meet with the staff team member to discuss Project LEEDS and CAP implementation.

In the winter of 1995 the project coordinator conducted a sixth site visit to Moorhead State University, Moorhead, Minnesota. He met with the campus team and representatives for campus student government to discuss the status of their CAP and ways to involve student government in their efforts. In addition, he met with staff from University of North Dakota and the Moorhead team to discuss planning of a regional conference. All involved agreed to hold a conference in 1995 hosted by Moorhead State University.

Project staff decided that resources should also be put into assisting participant teams who were struggling with their campus efforts. The project coordinator made a site visit to Marygrove College, Detroit, Michigan. A staff team member at Marygrove had expressed much interest in bringing the energy of Project LEEDS to her campus. The project coordinator worked with a campus ad hoc committee on disability to brainstorm and problem solve campus issues. In addition, he met with campus administrators to discuss the infusion of disability access into campus materials. Finally, he presented a luncheon speech to students with disabilities on disability pride and the potential of disabled students to take on leadership.

The eighth site visit came in late winter of 1995 when the project coordinator was in San Diego to present on Project LEEDS at the annual NASPA (National Association of Student Personnel Administrators) Conference (See Dissemination section for more discussion). He was able to extend his time in San Diego to include a site visit at the University of San Diego. There he met with the participant team to discuss CAP progress and planning for the Regional Conference on Disability and Leadership.

All the site visits provided great insight into the individual campus situations and issues, providing an opportunity to see first hand how disability and leadership was received at a wide range of institutions (including public, private, 2 and 4-year, and urban, rural institutions). Perhaps the most striking lesson learned on these site visits was the importance of sending participants home with strong practical community-building and alliance-making skills, and a CAP which was open to input from other students and staff at the home institutions. In addition, it was clear that participants needed to be reminded and supported in their efforts, working away from the synergy of the Institute.

Objective d. Curriculum Manual (p. 18)
From August 1995-October 1995 based on evaluation from participants in summer workshops, revise the leadership training curriculum for wide dissemination.

1. Evaluator gathers evaluative information from participant teams in two summer immersive training workshops as background to effectiveness assessments of elements of the structured leadership training curriculum.

Activities

Project staff engaged Mueller and Associates as the project external evaluator in year one. In year two, project staff engaged an evaluator from EnSearch. Project staff worked in consultation with external evaluators to develop tools and protocols and analyze results of data collected from participants (See Appendix A for additional discussion of evaluation methods). This useful information shaped the revision of the curriculum as it was drafted for final production.

2. Expert members of the Advisory Board are surveyed for advice about revision and affirmations of content and strategies.

Activities

In the fall of 1995, the Project LEEDS Advisory Board convened to discuss the results of the 1994 Institute evaluation. Advisory Board members affirmed the need to tie readings more closely to specific sessions and to better incorporate all sessions as part of a larger whole.

3. Curriculum consultants on University of Minnesota campus (and national volunteers) are surveyed for advice about revision and affirmation of content and strategies.

Activities

Project staff worked with Institute faculty and key resources to further refine specific curriculum modules. The following were consulted: Carol J. Gill - Chicago Institute of Disability Research; Sharon Roe Anderson - Center for Reflective Leadership, University of Minnesota; Maria Elena Rodriguez-Sullivan - National Center for Latinos with Disabilities; Bill Rosenbach, Eisenhower Leadership Project at Gettysburg College; and Kaia Svien - Learning Styles Consultant, Minneapolis. In addition Project staff consulted with staff from the Office of Student Activities and the Center for Collaborative Education, both at the University of Minnesota.

4. Project Director, Project Manager, Project Assistant, and Dissemination Consultant review and revise curriculum as evaluation steps, just above, warrant. Graduate assistants compile and with direction revise the annotated bibliography of source materials for reference and as curriculum supplement. The curriculum development team was expanded from the original proposal as follows: *Project Director, Project Coordinator, Graduate Assistants, and Dissemination Consultant review and revise curriculum as evaluation steps in original proposal warrant. Graduate assistants compile and with direction revise the annotated bibliography of source materials for reference and as curriculum supplement.*

Activities

The project director, coordinator and research assistants met to define curriculum content and style guidelines before beginning the final drafting of curriculum modules. The project director took on primary responsibility for editing the manual, while the project coordinator took on responsibility for final production. The principal investigator and dissemination consultant reviewed the manual. *Igniting the Power in Disability: A Leadership Curriculum* was published in the Summer of 1996 with plans to disseminate it nationally via newsletters, conferences, and clearinghouses. (See table of contents and curriculum description in Appendix C. See also the Dissemination Plan at the end of this Activities/Accomplishments section of the report.)

Objective e. Follow-up Technical Assistance (p. 18-19)
Via individual correspondence, phone contact, and use of the Internet, provide individual technical assistance to campus leaders with disabilities, and those teaching leadership programs at colleges and universities in which disability issues play a role.

1. In months 7-8, establish an Internet bulletin board and e-mail conference on leadership training for college students with disabilities.

Activities

A graduate research assistant worked with the Disability Services computer network manager to establish LEEDS-List on the Internet. The address for LEEDS-List, which continues to be administered by Disability Services, is: <leeds-list@disserv.stu.umn.edu>.
See Objective g for further description of activities on the Internet.

2. Months 8-24: in the medium preferred by the individual consumer, provide information, opportunities for follow-up to training, regional networking, and sharing of information on leadership development among college students with disabilities (while individual preferences are to be honored, especially in response to needs created by the individual's disability, the Internet is to be used when possible because of timeliness of response, collaborative nature of problem solving in public teleconferences, and cost factors).

Activities

Project LEEDS provided 285 consultations on disability and leadership to student leaders, campus professionals, and interested community organizations. Consultations were provided in a number of forms: phone, fax, e-mail, letter, and in person. All requested information was sent out in the form desired including: Braille, large print, cassette, and electronic. A computerized database, already in place in the department, was utilized to document technical assistance. Project staff documented all contacts, including the name, organization, and address of the person receiving the consultation, along with case notes describing the consultation.

3. In months 8-24, the Program Associate will manage Internet discussion and respond to queries.

Activities

See Objective g (LEEDS-List) for information on this activity.

4. Build a database of all inquiries in all media.

Activities

Disability Services had in place a computer database (Fourth Dimension) in which appropriate records were logged regarding consultations. This database is accessible to department staff via the Disability Services computer network. Blind or visually impaired staff can access the data by utilizing Outspoken, a screen reader and voice synthesizer which verbalizes computer text. Consultations were entered into this database.

Objective f. Regional Conferences on Disability and Leadership (p. 19)
In the fall of 1995, with the cooperation of those forty institutions which have sent teams for immersive training, coordinate four to eight regional leadership training conferences targeting high school students who have disabilities, their families, and those charged with accommodating their needs and promoting their welfare within the secondary schools in which they enroll. Objective f. now reads as follows: *In the fall of 1995, with the cooperation of those 28-32 institutions which have sent teams for immersive training, coordinate 4 regional leadership training conferences targeting high school and college students, and those charged with accommodating their needs and promoting their welfare within the institutions in which they enroll.*

Activities

Changes in the number of regional conferences to be held were made to match the decrease in the number of institutions to be worked with (from 40 in the original proposal to 24 institutions at the time of budget negotiations). In addition, changes to Objective F reflected the project's intention to address the large demand for disability and leadership training on college campuses, which was indicated by the flood of inquiries that Project LEEDS received after the application deadline for participation in the 1994 Institute had passed. Participants indicated that they were so overwhelmed with the needs of college campuses that they did not feel prepared to reach out to area high schools. The need to expose additional college students to the leadership curriculum became even more apparent. Replication of the curriculum was achieved by involving more college and university participants via outreach efforts.

Several means of expanding alumni participation in the 1995 regional conferences were employed. Alumni of the 1994 Institute were charged with the responsibility of involving other post-secondary institutions in their areas in the regional conferences. These alumni were to also mentor and assist the alumni who would have just completed the 1995 Institute in preparing for the regional conferences.

1. In months 11-12, explore and identify host institutions for 1995 regional conferences on disability and leadership during regional site visits.

Activities

Project LEEDS co-sponsored 3 regional conferences and provided technical assistance for a fourth conference. As stated above in Objective c, regional planning committees were established in three regions of the country (west coast, southeast, and upper midwest). In addition, a Hawaiian regional conference was planned with technical assistance from Project LEEDS. Note: Project staff attempted to cultivate interest among participant teams in the east but, due to staff changes and student commitments, were unable to get a regional conference going in that region.

The institutions which agreed to host the regional conferences were: San Francisco State University (west coast), Darton College, Albany, GA (southeast), and Moorhead State University, Moorhead, MN (upper midwest). Leeward Community College in collaboration with the University of Hawaii-Honolulu sponsored a regional conference on disability and leadership with technical assistance from Project LEEDS. Participants spoke of the lack of support on college campuses for their own leadership as significant enough to warrant focusing on college students in the regional conferences.

2. In months 11-14, assist 1994 Institute alumni in facilitating the compilation of regional lists of issues facing high school and college students with disabilities vis a vis leadership training.

Activities

Regional conference planning committees drew on their needs assessments and their shared experiences at the Institute to develop an agenda for the regional conferences (see regional conference agendas in Appendix E). The project coordinator facilitated conference call meetings during which agendas and responsibilities were further developed. In addition, the project coordinator provided the Hawaiian team technical assistance in planning as requested.

3. In months 18-24, provide technical support for 1994 summer Institute alumni as they initiate plans for the 1995 regional conferences on disability and leadership. Assist in creating regional mentorships between 1994 summer Institute alumni and the people expected to attend the 1995 summer Institute, emphasizing use of Internet.

Activities

Due to the disparity in geographic locales between the 1994 and 1995 Institute participants, regional mentorships did not work as originally planned for the most part, the exception being, the relationship established between Moorhead State University (1994 team) and the University of North Dakota (1995 team). The University of North Dakota team agreed to co-sponsor the regional conference before they even knew of their application status. In fact, the staff team member from Moorhead State assisted the team from the University of North Dakota in preparing their successful application. Other regional conference planning committees worked with fellow 1994 alumni to plan the regional conferences.

As noted previously, the project coordinator provided technical assistance to conference planners via conference calls, e-mail, phone, and fax. Project staff provided prototypes of brochures, registration forms, readings, handouts, and other materials. Project staff assisted the upper midwest committee with the creation of a brochure and with locating funds to support the conference. Staff also worked with planning committees with copy editing, identifying speakers, and fundraising. (See Appendix E for copies of the regional conference brochures.)

4. In months 22-24, provide technical support and attend 1995 regional conferences on disability and leadership.

Activities

Project LEEDS co-sponsored the first of its regional conferences on disability and leadership with San Francisco State University, Sonoma State University, and the University of San Diego. "Disability Pride and Leadership: the West Coast Institute" was held at San Francisco State August 4 - 5, 1995. Teams of disabled students and student affairs professionals represented ten colleges and universities throughout the state of California. Highlights included an overview of disability history from Professor Paul K. Longmore and two disability arts performances by Bay Area artists. Project alumni presented staff and student-specific sessions on how to get involved. Participants also explored issues of power, alliance, and change. The conference resulted in teams going home with an agenda for effecting campus change.

Project LEEDS co-sponsored the second of its regional conferences on disability and leadership with Moorhead State University and the University of North Dakota. "The Upper Midwest Invitational Conference on Disability and Leadership" was held at Moorhead State October 19 - 20, 1995. Teams consisting of disabled and non-disabled students and student affairs professionals representing five colleges and universities throughout northwestern Minnesota and eastern North Dakota participated in the conference. Participants explored issues of disability identity, power, alliance, and change in sessions facilitated by project alumni, project coordinator, and a graduate research assistant. Participating teams developed specific agendas for effecting campus change.

Project LEEDS co-sponsored the third of its regional conferences on disability and leadership with Darton College (Albany, GA) and Georgia State University. "The Southeastern Regional Conference on Disability and Leadership" was held at Darton College February 16 - 17. Teams consisting of disabled and non-disabled students and student affairs professionals representing seven colleges and universities throughout Georgia, Florida, and Alabama participated in the conference. Mark Johnson, Coordinator of Advocacy and Community Support for Shepherd Center, presented a keynote entitled, "Disability and Leadership: Take it Personally." Participants also explored issues of disability identity, power, and strategies for success. Participating teams developed specific agendas for effecting campus change.

The University of Hawaii and Leeward Community College, with funding from the Native Hawaiian Project, sponsored a regional conference on March 28, 1995. The full-day conference was attended by 38 disabled students, faculty, and staff representing five community colleges. The agenda focused on how to facilitate the improvement of support services for students with disabilities at area colleges. The conference was entitled: Ho'o Pili No Ka Ho'ioikaika 'Ana, which means: to bring together, to strengthen. Project staff provided resources and materials for this conference.

Objective g. LEEDS-List (p. 19-20)
Utilizing the resources of the University of Minnesota's Academic Computing Services and Adaptive Technology Center, maintain contact with leadership training team members, resource persons, and interested correspondents via an Internet mediated teleconference. Objective g. was revised as follows: *Utilizing the resources of the University of Minnesota's Academic Computing Services and Adaptive Technology Center, maintain contact with leadership training team members, resource persons, and interested correspondents via an Internet listserv.*

1. At start-up, pursue consultation with staff of Vice-Provost for Computers and Technology Donald Riley to establish Internet GOPHER server for bulletin board and on-line teleconference for Project LEEDS use.

Activities

Project staff consulted with the University's adaptive computer equipment specialist and Disability Services' computer network manager and established channels for posting information to GOPHER and the LEEDS Listserv. Applications for 1994 and 1995 were posted to the Disability Services Gopher for easy access and downloading.

2. Months 2-6, Project Associate is trained in teleconference management, Internet navigation using GOPHER, and adaptive inputs/outputs facilitating use of Internet by persons with various disabilities.

Activities

During months 3-5, a graduate research assistant was trained in Internet navigation using GOPHER, use of Slip/MINUET, and in general Internet structure and function in courses offered by Computer Information Services on the University of Minnesota campus. In addition, a graduate research assistant arranged resources for adaptive computing for staff and participant use.

3. In month 7, establish and test prototype bulletin board for informational postings and interactive teleconference based on Megabyte University model, using first cadre of summer workshop participants as prototype testing group.

Activities

As noted above, the listserv (LEEDS-List) was created. Participants of the 1994 Institute who were on-line were subscribed to the listserv at the conclusion of the Institute. 1995 Institute alumni and regional conference participants were also subscribed as the project evolved. In addition, project staff, some Institute faculty, and Advisory Board members were on-line with LEEDS-List. In all, there were 63 subscribers over the life of the list and 202 total messages were posted.

4. In month 8, open LEEDS bulletin board and interactive on-line teleconference to public use.

Activities

Project staff determined that LEEDS-List would be better used as a tool for providing technical assistance to project alumni as opposed to a general chat group. This was especially true when considering the intensity of the Institute activities. Therefore, project staff elected to keep the list open to those people who had either participated in a national Institute or a regional conference.

5. Announce in all publicity about project, via posting on multiple Internet electronic boards, at conferences, etc. to build traffic and resources.

Activities

Since project staff decided to limit the participation of those allowed access to the listserv, this point was no longer relevant. However, conference attendees who attended the full-day pre conference at the 1995 Association on Higher Education and Disability annual meeting were invited to subscribe to the listserv.

6. During each of two immersive training sessions, provide hands-on training in use of Internet and efficient access of LEEDS board/conference.

Activities

A graduate research assistant, in collaboration with computer resources at the University of Minnesota and the University of St. Thomas, made arrangements for Internet training at both Institutes. The training sessions included an introduction to e-mail, Gopher, WWW, and listservs. Participants who needed adaptive computer equipment were accommodated as much as possible, given the short time together with specific adaptive equipment . See Institute schedules in Appendix D.

Dissemination Plan (p. 22-23)

Because Project LEEDS broke significant new ground for which there was little precedent, it is important that others who wish to pursue and improve upon the model program established be provided with as much information as possible about the successes and failures of Project LEEDS.

Thus, dissemination was central to the plan of operation and expert assistance in developing high quality, dissemination was budgeted.

There were three distinct phases to the dissemination plan for this project. First, there was an informational dissemination effort which occupied the first two months of each project year. This consisted of press releases locally and nationally; mailings to selected colleges and universities; postings on e-mail bulletin boards such as "special net: and "EASI Access"; and announcements placed in the newsletters of AHEAD and NASPA Forum (see Objective b.1 for additional information). Second, the outcome objectives were explicit in stipulating dissemination of the revised leadership training curriculum in month 24. Activities that were undertaken during the grant period include the presentation of curriculum components at an all-day pre conference at the (Association on Higher Education and Disability) annual conference (see Table of Trainings and Conference Presentations in Appendix G) and an announcement regarding the availability of the manual in the 1996 issue of the Career Connections newsletter (another Disability Services project), which was circulated nationally to over 1,000 professionals. Disability Services will be continuing dissemination of the manual post-funding. This will be accomplished logistically by making timely announcements (at national conferences; in newsletters, in e-mail posting, submission for inclusion in the *Leadership Source Book*, etc. as above) regarding the availability of the revised curriculum (at cost for production and mailing). In addition, the manual will be entered in a publicity competition at the 1997 Annual Conference of AHEAD.

Third, as the opportunity presented itself and as relevant useful information was available, articles and conference papers were prepared and appropriately submitted. Since this was a unique project, it was expected that there would be considerable demand in the student personnel, leadership, special education, and disability advocacy journals for informational, process and evaluation-driven articles. Project staff were invited to write articles for a feature issue of *Impact*, published by the University of Minnesota's Institute on Community Integration, which focused on disability and leadership. In addition, the project director was asked to author an article for the newsletter of the learning disabilities special interest group of AHEAD (see Appendix C for copies of both articles). Project staff plan to submit articles to appropriate journals beyond the funding period of the grant. Staff felt it necessary to wait for all evaluation data to be in and analyzed before writing journal articles. Articles planned include: an examination of the relationship between the formation of disability identity and leadership development; leadership development and institutional change; further refinement of the literature review on disability culture; and how to effectively use the Internet for providing technical assistance.

Project staff were encouraged by several national and regional organizations to submit proposals for conference presentations. In all, staff presented 13 sessions highlighting Project LEEDS at 10 conferences. (See Table of Trainings and Conference Presentations in Appendix G). A three-panel display board highlighting Project LEEDS was developed by staff and utilized at some of these conferences. Project staff, along with Institute alumni, presented a full day pre-conference at the AHEAD annual conference, which included actual modules from the curriculum.

The project coordinator was invited to present a keynote address at the 1996 Pacific Rim Conference on Disabilities, Honolulu, HI. His address resulted in a front page story in a major Honolulu newspaper and coverage by local TV media (see Appendix H for a copy of the article).

OUTCOMES AND PERCEIVED VALUE OF THE PROJECT

Participants' Satisfaction

This section of the report summarizes information regarding participants' satisfaction with the 1994 Institute, the 1995 Institute and the Regional Conferences.

1994 Institute

A formative evaluation report was written by an external evaluator after the first Institute in 1994. The report described the purpose of the evaluation and the evaluation strategies as follows:

> The purpose of this evaluation is to understand participant reactions to the first National Institute on Disability and Leadership. Information from site teams will be used by project staff and the advisory board to modify the curriculum and structure technical support.

Three systematic strategies were used to obtain information from participants during the Institute (see Appendix A for copies of data collection instruments):

> Daily Evaluation of Curriculum and Facilities. Participants rated the utility of sessions and provided feedback on conference support services.
>
> Daily Reflective Feedback Questions. This questionnaire included five open-ended questions which asked participants to describe their involvement and reactions to the day's events.
>
> Group Interviews. Focus group interviews were held with regional groups of participants during the last full day of the Institute. The purpose of the group interviews was to obtain final feedback from site teams about their experience.

Project LEEDS staff compiled evaluation information and prepared transcripts from audio tapes of group interviews. Analysis conducted by the external evaluator included data organization and content analysis.

The evaluation report also provided a summary of key findings, planning considerations and data summaries. The key findings and planning considerations follow; data summaries are found in Appendix I.

Key Findings and Planning Considerations from 1994 Institute

1. The Institute experience was rated highly by almost all participants. An overwhelming majority of participants felt the Institute was helpful and a good use of their time.

2. Active interaction with conference participants, personal reflection support received from participants and project staff, and constructive direction for next steps were commonly mentioned as important attributes of the Institute.

3. Institute participants were diverse. Participants brought a diverse range of life experiences, personal needs, skills and abilities, and different learning styles and orientations to the Institute.
    - Participants reported varied reactions to strategies used during the Institute (e.g. formal presentations, discussion, readings, workshops, videos). Multiple strategies were needed to fit differences in learning styles and personal needs.
    - The overall pace of the conference was physically taxing. Several participants noted that more time was needed to rest, travel to the Humphrey Center, take care of personal needs or to process the Institute experience.

4. Most participants were looking for practical direction and useful strategies to implement at their own institutions. Participants stressed the need for linkages to be clearly articulated between conceptual information and how the information could be used or applied. The most highly rated sessions were those perceived as offering practical strategies or those which clarified linkages between theory and action. The need for practical strategies was also raised in discussions of future support needs.

5. Group discussions and interactions with other conference participants were highly valued. Most participants recommended more time be allowed for interaction and discussion. Establishing relationships, exchanging ideas and practical suggestions, and discussing issues with other participants were considered as primary benefits. In addition, many participants wanted contact with other site teams as they began work on their plans. Discussion of future support needs included requests for on-going communication among campus teams.

6. Campus teams varied in their sense of confidence about next steps and satisfaction with their CAP. Group interview responses suggest that campus teams were at different

stages of development in terms of team relationships, planning, and confidence about the possibility of successful implementation.

7. Participants appreciated the responsive support provided by the LEEDS team, and several desired more access to team expertise. Participants commented on the presence and responsiveness of staff in addressing accommodation issues and personal needs. Those who had the opportunity to work directly with project staff valued the advice and support they provided on CAPs. Some participants suggested that volunteers or additional staff be added to allow more time for LEEDS staff to interact with participants.

Planning Considerations

What learners feel is valuable and useful from an intensive learning experience changes over time as the experience is used, reflected on and applied. This evaluation summarizes participants' immediate reactions, how participants felt about and assessed the Institute while they were involved in day-to-day learning activities. Findings from participant feedback led the staff to consider the following issues in planning the 1995 Institute:

1. Review the intensity and pace of the Institute format. Consider reducing the amount of time devoted to scheduled activities.

2. Review emphasis devoted to main components of Institute curriculum (disability issues, leadership/organizational concepts, practical strategies, and campus action plans). The key task is to clarify what is essential to cover to support effective work by campus teams. More emphasis, during the Institute, may be needed on practical strategies and the CAP.

3. Review delivery strategies. Consider eliminating video conferencing or alter format of video conference. Review balance of readings, develop more detailed instructions to the reader which describe both what to look for in the readings and when information will be used or discussed during the Institute. Consider developing an annotated bibliography of resources.

4. Identify ways to make Project LEEDS staff more available for substantive consultation during the Institute.

In response to the feedback from the participants of the 1994 Institute on Disability and Leadership, Project LEEDS staff made the following changes for the 1995 Institute:

1. Practical strategies were emphasized. For example, development of a working action plan was made an integral part of the Institute, and more time was devoted to the Campus Action Plans during the Institute. The campus needs assessments that participants completed before the Institute were employed in the development of this plan, as participants were asked to consider characteristics of their campuses that would potentially facilitate or impede the implementation of their plans.

2. Readings for the Institute were streamlined to material that would actually be used during the Institute, and guidance was offered regarding the use of the readings.

3. Project LEEDS staff were made more available to participants by the organization of and reliance on a group of volunteers to carry out a variety of tasks (photocopying, errands, setting up session rooms, etc.) that otherwise would have removed staff from the conference setting and from participants.

4. While the pace of the Institute was not substantially lessened, greater consideration was given to opportunities for participant interaction and discussion. Also, all participants were housed in the same location (unlike the previous year), which facilitated more informal interaction. The lodging was also nearer to the site of Institute sessions than the previous year, reducing the time and energy needed to travel between sites.

1995 Institute

The evaluation for the 1995 Institute was built upon the 1994 evaluation. All the strategies were adapted and modified (See Appendix A for copies of the surveys and protocols).

Daily Evaluation of Curriculum and Facilities. Once again, participants were given evaluation forms to rate each session and to provide feedback on conference support services.

Daily Reflective Feedback Journals. The Daily Reflective Feedback Questions were adapted to become Daily Reflective Feedback Journals. It was believed that journaling would help participants reflect on the Institute and process their learnings, growth and reactions.

Focus-group Interviews. The external evaluator helped project staff develop interview questions and train group facilitators. The questions were to explore what aspects of the Institute helped participants develop skills, change their attitudes regarding being a leader, and consider the role of disabilities in their lives. Site teams were grouped by institution size; Project LEEDS staff facilitated the discussions.

Data from the Daily Evaluations of Curriculum and Facilities were summarized. Tables 4.01, 4.02 and 4.03 provide a summary of the ratings. All of these ratings were done on a scale of 1 (strongly disagree) to 9 (strongly agree), in which participants expressed their level of agreement with the effectiveness of the session.

Table 4.01 1995 Institute Main Sessions

Session	Number of Responses	Average	Range
Disability Identity: Igniting the Power in Labels	28	7.71	5 to 9
I Don't Want to be Normal!!??	28	7.21	5 to 9
Discovering the Potential of Alliance	27	5.92	2 to 9
Campus Action Plan: Moving Towards Action	28	7.07	5 to 9
Becky and George Do Leadership: Visioning, Diversity, and Dialogue	29	7.65	3 to 9
Activism, Identity, and Community in the 1930s: The League of the Physically Handicapped	27	5.04	1 to 8
Campus Action Plan: Visioning	25	6.83	4.5 to 9
When Billy Broke His Head...And Other Tales of Wonder	25	7.83	3 to 9
Navigating the Maze of Change	29	8.14	5 to 9
Internet Training	29	6.02	1 to 9
Campus Action Plan Work Session	28	7.21	3 to 9
Belles on Wheels	25	8.08	3 to 9
Tools for Community Building	26	7.19	4 to 9
Exploring the Synergy of Alliance	24	2.43	1 to 9
Campus Action Plan: Final Work Session	25	7.36	3 to 9

The highest rating was given to "Navigating the Maze of Change" (mean = 8.14), a session which used a highly interactive approach to help participants understand the dynamic and interdependent nature of developing and carrying out a plan. "Belles on Wheels," a gripping one-woman play by a disabled artist about her experience acquiring and coming to terms with her disability, also received high marks (mean = 8.08). The lowest rating went to "Exploring the Synergy of Alliance," (mean = 2.43), a session that was intended to allow participants to acknowledge issues of power that may arise in alliance, but the majority of 1995 participants felt that the exercise was divisive. The second lowest rating went to "Activism, Identity, and Community in the 1930's:

The League of the Physically Handicapped" (mean = 5.04), which participants found factually interesting, but dry and too much like a lecture in format.

Table 4.02 1995 Institute Table Top Sessions

Session	Number of Responses	Average	Range
Increasing Faculty Awareness	6	7.17	5 to 9
Hidden Disability	5	8.00	7 to 9
Grants/Funding	7	4.29	2 to 6
Diversity & Disability	4	7.00	5 to 9
New Models for Disability Service Delivery	4	6.67	5 to 8
Adaptive Technology	6	6.33	3 to 8
Campus Access	5	2.60	2 to 4
Disabled Student Organizations	7	5.07	1.5 to 8

Table Top sessions are so called because they were held over lunch or dinner. A guest discussion leader was invited to eat dinner with participants, and separate tables were provided for each separate session. Participants then selected the table for the discussion that most interested them. The highest rated session of these was "Hidden Disability," in which issues around disclosure and how others perceive people with less apparent disabilities were discussed. The lowest rated Table Top session was "Campus Access." Participants found the guest discussion leader to be relatively uninformative and dry. One factor that lowered ratings for several of the sessions was that some people were unable to sit at their preferred table.

The concurrent sessions were generally well received, and all three received similarly high marks.

Table 4.03 1995 Institute Concurrent Sessions

Session	Number of Responses	Average	Range
Getting Disability on Your Institution's Agenda	10	7.8	7 to 9
Keys to Motivation: How to Get Students Involved and Committed to Action	11	7.82	6 to 9
Constructive Conflict: Styles and Strategies for Engaged Interactions	4	7.82	6 to 9

After the 1995 Institute, Project LEEDS staff and the evaluator reviewed the data from the focus-group interviews, journals, and daily assessments of curriculum and facilities. It was concluded that:

- The 1995 Institute was viewed as a valuable experience.
- The 1995 Institute addressed many of the issues identified in the 1994 Institute evaluation.

Factors that promoted success of the Institute included:

1. Institute participants were diverse, a factor that enhanced the learning environment and outcomes.
2. Scheduling six days away from campus helped the teams to establish a relationship, learn new skills and concepts, and develop a plan for action.
3. The variety of the sessions and the various methodologies used fit the differences in learning styles and personal needs.
4. A supportive climate was created.
5. A climate of equality was created where professional staff did not receive special privileges.
6. Participation of Project LEEDS staff persons with disabilities gave the Institute credibility.
7. Project LEEDS staff were responsive and willing to accommodate around participants' issues and needs.
8. The time devoted to the Campus Action Plans was well spent and gave the participants a concrete plan of action for their campus work.
9. The flow and pace of the schedule was just right, not too taxing and an effective use of time.
10. The use of volunteers greatly enhanced the learning and operation of the 1995 Institute.

The evaluation data indicated that the Institute could have been improved by:

1. Establishing a climate where it was okay to leave a session.

2. Writing instructions, such as for the maze exercise, on the board.

3. Changing the format and/or facilitation of a few of the sessions, such as the interactive video presentation on "Activism, Identity, and Community in the 1930s: The League of the Physically Handicapped," and "Exploring the Synergy of Alliance."

4. Providing more food choices.

5. Giving participants more information about Institute sessions as part of the registration process so that participants could better choose appropriate accommodations. For an example, a blind participant said that if she had known that handouts, rather than readings, would be provided at the Institute, she would have requested Braille.

6. Modifying the Internet training so that there would be introductory sessions for participants who have limited computer and Internet experience, advanced sessions for more sophisticated users, and more effective accommodations for participants with blindness or low vision.

7. Recognizing that each Institute will develop its own culture; therefore, be more flexible with formats and sessions to better meet participants' needs, group dynamics and group cultures.

Overall, the 1995 Institute was perceived as a very valuable experience which led to personal and professional growth, development, and reflection. In the focus-group interviews, journals, and final Institute assessments, participants testified to the significance of the Institute. A sample of comments follow:

> We don't want to see the efforts that we've contributed but also the great work that you've done as a LEEDS Institute faculty and staff just go by the wayside . . . I will work to support you to make sure it doesn't.
>
> I think that it was a brilliantly executed plan . . . and I'm glad to be part of it.
>
> There will always be things that we should have done this way or that way but I think that's only one teeny, teeny spot on the whole beginning to end of this program . . . The entire program has been to me a wonderful success. A wonderful thing to be a part of. I wouldn't trade it for the world.
>
> I'm extremely grateful for the changes in myself that I've been able to bring about. My therapist is gonna be [angry] because it took her a year and she never got this far . . . I'm gonna take all that passion and I'm going to infect other people with it.

> That's because the staff of this Institute infected us that way. You guys care so deeply about the success of this project and [the] work.
>
> I can't believe the amount of work you guys have all done. It is so clear that every one of you have really thought out so many details to make us comfortable . . . I know how hard it is to put on something like this and I am really very appreciative and admiring of what a great job everybody did.
>
> I think you're starting a spark and I think that I can see that spark going out all over the country and it's something very concrete. An agent for change that I think can be really successful.
>
> This Institute has changed my life. I will go back with greater perspective. I'll go back with more skills and lots and lots of enthusiasm for the work that needs to be done on our campus . . . I see this as a grassroots opportunity for the people who we are talking about to take the power, themselves, and to take charge, themselves.

Regional Conferences

As stated earlier, three regional conferences were directly co-sponsored, and a fourth conference received technical assistance as part of Project LEEDS. Therefore, data in this section will only reflect the three regional conferences sponsored by Project LEEDS. Participants were asked to rate each session (See Table 4.04). The ratings were 7.10 or higher on a nine-point scale, indicating that participants were satisfied with the sessions offered at each of the regional conferences.

Table 4.04
Ratings of Regional Conferences

Session	Number of Responses	Average	Range of Responses
West Coast			
A Historical Perspective on the Disability Rights Movement	18	7.78	5 to 9
Disability Identity	18	8.28	4 to 9
Discussion regarding "Disability Identity"	18	7.67	4 to 9
Leadership, Disability, and Power: Who Profits?	18	7.67	6 to 9
Student/Staff Group Discussion	18	7.56	6 to 9
Developing Alliances Between Disabled and Non-disabled Communities	18	7.22	3 to 9
Where from Here?	18	7.28	3 to 9

Table 4.04 Continued
Ratings of Regional Conferences

Session	Number of Responses	Average	Range of Responses
Midwest			
Keynote Presentation	12	8.25	6 to 9
Igniting the Power in Disability	12	8.33	6 to 9
Exploring the Synergy of Alliance	11	7.82	6 to 9
Moving Toward Action	9	7.56	6 to 9
When Billy Broke His Head . . . And Other Tales of Wonder	7	8.57	7 to 9
Navigating the Spaces of Power	12	8.33	7 to 9
Campus Action Plans	12	7.75	5 to 9
Networking through Internet	12	8.17	7 to 9
Wrap-Up	12	8.00	6 to 9
Southeastern			
Disability and Leadership: Take It Personally	21	8.05	6 to 9
I Don't Want to Be Normal!!??	21	8.19	5 to 9
Moving Toward Action	21	7.67	5 to 9
When Billy Broke His Head . . . and Other Tales of Wonder	21	8.38	3 to 9
Exploring the Spaces of Power	21	8.14	7 to 9
Are You Still Where You Were Yesterday	20	7.10	5 to 9
Strategizing for Success	20	7.30	3 to 9
Campus Action Plan	21	8.43	7 to 9
What's Next?	20	7.85	6 to 9

Outcomes

This section addresses outcomes of Project LEEDS. It is organized into four sections: 1) student participant outcomes; 2) professional staff participants outcomes; 3) team outcomes; and 4) institutional outcomes. Information regarding outcomes was obtained from CAP progress reports, pre-post-and follow-up surveys, journals (1995), and focus-group interviews (1994 and 1995). The outcomes described were documented for at least a majority, and in some cases, all, participants, unless otherwise noted. Quotes printed are examples only.

Student Participant Outcomes

Changed, challenged and/or reaffirmed views of personal disability. Experiences at the 1994 and 1995 Institutes were very personal. Students during and after the 1994 and 1995 Institutes reported that they were challenged and had to think and, at times, rethink the role their disability played in their lives. Some students reported developing a sense of disability pride while others still struggled with what pride in disability means.

> [In the play, "Belle's on Wheels"] it was interesting to me that she talked in the play about how she liked it when her friends forgot that she was disabled. I thought back to the times in my life when that's happened and I did like it and it had never occurred to me that was not a general consensus . . . If I'm happy that they're forgetting, does that mean that I want to pass as able bodied or non-disabled? Is that . . . a priority in my life? On the surface I'm going to say, "Absolutely not." . . . But, then, why do I take it as a compliment when people say, "Oh, I forgot." So, I've been wrestling with that and I'm not sure I've reached any kind of conclusion about it.
>
> [The role my disability plays in my life] did change for me, not a lot, but it changed enough for me to notice. Gene's shirt, 'Disabled and Proud' did it for me . . . I've always been proud of myself, but I've never looked at disability as a separate issue for me. But I could see myself wearing that shirt and believing that shirt, which is really strange. I never thought that would happen.
>
> [On the way here] I wasn't totally sure that I was ever going to disclose what my disability was, because it has such a horrendous stigma . . . It's like I came to the realization that while I may not be proud to be mentally ill, I think that the fact that I made it through 2 years of law school while mentally ill certainly says a lot for me because I know people who can't do it when they are absolutely fine.
>
> I have to stand up and say, "Look, this is not working." Or, "This is what I need." I think [the Institute is] encouraging me to make more people aware about my disability and not be so shy about it anymore.
>
> The conference is reassuring my value system, my pride in myself.
>
> I am taking away . . . some resolution of some personal conflicts I was facing at the campus.
>
> I thought [at first] "Alright, I'm going to deal with this campus action plan" . . . but I found myself also dealing with some personal issues. That really, really helped me. And I think that's going to help me go back to my campus and be a little bit more empowered . . . and really push some issues that our campus needs to address.
>
> [Project LEEDS] was a life changing experience in terms of further promoting disability pride in myself.
>
> I continue to recount my experience at the Institute and to cherish the changes that have occurred in my life. Thanks again to you and the rest of the staff for a job well done!!!

Increased understanding of the broader disability community. The Project LEEDS students reported in their journals, in focus-group discussions, and on surveys how Project LEEDS helped them learn about disabilities other than their own. It also helped them learn about and see learning disabilities, physical disabilities and hidden disabilities as part of a broader disability community. Along with increased awareness came a freedom to ask others about their disabilities.

> I gained a fuller knowledge about the urgency of issues surrounding people with disabilities.
>
> I've gained a better understanding of different disabilities other than my own . . . I never really realized some of the issues that they had to deal with.
>
> I've never even been in a large community of disabled students . . . it's helped me understand . . . where other people are coming from and where I have a lot of difficult issues to deal with, but I don't have some of the other difficult issues that some other people deal with. It definitely gives you a broader outlook on the disabled community.
>
> I experienced my first encounter with the disability community and culture where all the needs are attended to, including a scooter!! I saw where strong leadership and vision can get a student organization -- a disability culture center. I experienced the comfort of being in an inclusive and honoring setting. I experienced the excitement of being intellectually stimulated by ideas and concepts that truly reflected my life experience and to see younger people get turned on to ideas about "their people" they had never thought before.
>
> I have always tried in the past to not look at the lives of other disabled people and think how 'inspirational' . . . But talking to everyone here, I have realized that, by not allowing myself to see other people as an inspiration, I have sold many disabled people short . . . I have been able to break down the notion that just because you have a respect for someone's triumphs and struggles that you are imposing an unearned and degrading label on them. To me [now] it just means that I appreciate them for how they became "them."
>
> I think being here has taught me that people really like to talk about their issues . . . and they like that you listen."

Decreased isolation. Many of the students from the 1994 and 1995 Institutes talked about feeling a part of a larger community, feeling less isolated and realizing that through the development of community there is power to effect change.

> I first took pride in myself as a disabled woman during the Disabled and Proud conference. This feeling was further enhanced during the Project Leeds Institute. How did this celebration of myself finally evolve after living with a disability for the past 20 years? A one word response sums it up, 'COMMUNITY.' I think that once we can take pride in ourselves, then university administrative and programmatic changes can follow. Once our pride and sense of community is strong, we have more power to create change.
>
> I lost my sense of isolation and gained a great big family of people who are totally non judgmental and a lot of friends who I know I can call and say, "I'm having this problem. Have you had this problem and what did you do?" And they won't say, "I'm kind of busy."
>
> It is not so much that I bond with people because they have a disability -- it is more that they have similar life experiences of discrimination, self acceptance of their disability (the long process of achieving acceptance), attitudinal barriers, triumphs, etc. I feel I can concentrate on being myself -- [name], not [name] the deaf girl. Being deaf is part of me but it is not the sole defining factor and when I am with

> other people who have disabilities I don't have to explain, make up for, compensate, etc. I feel like I belong in the middle of the group instead of feeling like I'm on the outside of the group
>
> I didn't feel a sense of connection with other people with disabilities, but by attending the LEEDS conference, disabilities rights and the importance of finally being recognized as a disabled person became more of an urgent issue in my life.
>
> The lack of a TDD in a mall arises from the same prejudice as does the lack of a ramp. Two very different items with the same result -- lack of access because of a disability.
>
> I saw myself having the common experience with ALL people with disabilities of being a minority in this country that had been and still is primarily defined by those who do not live the experience of disability, of being violated by a medical system that tries to "fix" me, and had for many years tried to live up to the standard of 'normal' -- denying the strength, grace, and power we who live the experience of disability possess. I now have in common with SOME people with disabilities the shared rejection of others' definition of who I am with a disability, no more shame of my limitations, an unwillingness to spend my energy to live up to others' expectations and an intense celebration of the strength, power, wisdom and grace that those of us with disabilities possess.

Realized issues faced are common to students at other campuses. Another facet of feeling less isolated was that students came to the realization that the difficulties they faced were also faced by students on other campuses.

> The first night, when we sat down with this group and talked about our individual campuses, talked abut the problems that we faced. Right there I knew it wasn't just me. It wasn't just our campus.
>
> It was very interesting to compare how far along each University was in their disabled student services. It was a good feeling to be face-to-face with other people who shared the same problems. The most important insight I gained from the LEEDS Program was that I'm not alone and to think of being an agent of change is very stimulating.
>
> [The Institute] was a powerful experience for me to find others who are thinking and working on these same issues as myself. Being alone at a University working on such things is difficult and I came away very encouraged and inspired.

Students developed not only just friendships, but also relationships that became a network of support. The development of friendships and a support network was an outcome from the Institutes and is probably one reason students reported feeling less isolated. Students from the 1994 and 1995 Institutes reported that they went away from the experience with a network of supports, friendships, and deep relationships. As one said, "I'm taking ideas and assurance that I don't have to get frustrated and not know where to turn anymore. I know where I can turn." It also appears that these relationships and support networks were continued and enhanced through the ongoing connections made possible through e-mail.

Found sense of direction and purpose. Comments from students also indicate that they found direction and a sense of purpose from the 1994 and 1995 Institutes. One comment mirrored many others:

> I had a friend read my tarot cards and she said that I'm going to fulfill my destiny in this lifeline. But, I didn't know what I was supposed to be doing. Now, it's clear as a bell. This is what I'm supposed to be doing. It's the realization of that whole purpose for my entire existence and it is just so comfortable to not have to guess and wonder. It's like, there's the road: Go! So, I'm gone.

Viewed leadership and being a change agent in new ways. Student participants came away from the 1994 and 1995 Institutes viewing leadership and being a change agent in new ways.

> My definition of leader changed. I came in with the traditional view of a leader as a spokesperson or a champion for this and that. I'm leaving with more of an idea of community . . . It can't be just one person, because you need all of them.
>
> I gained the knowledge that it is OK to be an 'unsung' hero as long as the job is getting done!
>
> I first thought of myself as an agent of change as kind of this Lone Ranger person and I would just achieve things that I wanted by sheer force of will, wear other people down. I found allies in people who didn't want me to do that to them again . . . Through the week I have been altered in so many ways. I found out . . . it's a lot easier to be a member of a team, but being a strong individual in and of itself isn't bad . . . Now I know how to work with other people rather than bulldozing other people. It's almost a joyous feeling because people are going to work with me because they want to work with me.
>
> Looking back, I was more of a role model than a leader. People looked up to me, but I didn't really take action . . . I'm more motivated to get back home and be a better leader.
>
> I've always enjoyed getting myself into leadership positions but I've always had a real lack of self-confidence or something, always doubted, maybe I wasn't the best person to be doing this. It taught me that . . . "You don't have to feel like that. You can do these things." So it was a really personal realization, but it was, I think, really important.

Developed specific leadership skills. Qualitative information indicate that students learned specific skills on how to be a leader and agent of change.

> I learned just this little shift so that I can utilize all the passion without threatening other people and without bullying them and without calling them names and making them feel bad. I found ways that I can help them reach the realization that we're not on opposite sides, we both want the same things.
>
> I have to learn that others are at different points and I have to [have] more patience with people who are not at my level and/or past experience in actual leadership positions in and out of school.

One of the most prevalent leadership skills developed by the students was forming alliances with others. They learned that alliances can and often are formed with people one does not especially like, that there are limits to alliances and that there are times to go on with the work even though consensus has not been fully established.

> The campus action plan . . . is a lot of work and there's just no way that two people or one person can get this accomplished . . . the talk about the allies . . . enforces that . . . [and] in looking at the scope of things that need to be done, it's very important now that we get a really strong alliance together.
>
> [While we were working on the CAP] we were both saying, 'We're not good at this part of it.' So we will get stuck and that is where, when we get back to the campus, we'll have to find the resources to get us past that.
>
> [We] learned to look for help from places and people we had previously cut off the list or had thought wouldn't be helpful or beneficial . . . The conference only confirmed the strength of the potential of bonding between members of the disability community.
>
> There is always another perspective to be considered. And while it's a good idea to consider those perspectives, if you spend all your time trying to build a complete and perfect consensus, nothing will ever get done. Priorities must be made, and some things that X may want may have to wait until Y's issue has been addressed.

Increased self-confidence about being a leader or agent of change. Quantitative questions explored the extent to which there was any change in students' views of themselves as leaders or as having the potential of being leaders. Four different instruments were used:

1. 1994 Retrospective/Follow-up Survey, in which participants involved in the 1994 Institute were surveyed one year after the Institute (November 1995). The Retrospective portion of this survey was developed for the purpose of permitting comparisons with data from the 1995 participants' Pre-Institute Survey (see below). In this portion of the survey, participants were asked about how they thought about themselves as leaders/agents of change *before* they had attended the 1994 Institute. Thus, these data are retrospective in nature, and are intended to serve as proxies for "Pre-Institute" data. The Follow-Up Survey contains the same questions as the 1995 Follow-Up Survey.

2. 1995 Pre-Institute Survey, in which participants were asked at the beginning of the 1995 Institute about their views of leadership.

3. 1995 Post-Institute Survey, in which participants were asked at the end of the 1995 Institute about their views of leadership.

4. 1995 Follow-up Survey, in which participants were asked about their views of leadership 6 months after the Institute in January of 1996.

In each of these surveys, all items about leadership and being agents of change had a possible response range of 1 (Not a leader/agent of change at all, or no potential) to 7 (A very strong leader/agent of change, or strong potential). All t-tests in all analyses showed positive changes in students' views of their potential to be leaders or of being leaders, except for the '95 Post/Follow-up analyses (See Table 4.05). Note that statistical means may shift for a given pre- or post-Institute analysis. This is due to missing data, and the resultant change in contributing data sources to comparative analyses. In each of these comparisons, only participants who completed both of the relevant measures were included. In other words, the set of participants who completed both Pre-Institute and Post-Institute measures may not be the same set of participants who completed both the Pre-Institute and Follow-Up surveys. The people in one set of participants may have given somewhat different ratings to the same session, resulting in different means.

Table 4.05
Student Responses Regarding Leadership

Student Responses	Pre Mean	Post Mean	+/- Change	N	Sig. * ≤ .05 ** ≤ .01
View of potential to be a leader					
94 Institute Retrospective/Follow Up	5.09	6.54	+	11	.003*
95 Institute Pre/post	5.77	6.38	+	13	.025*
95 Pre/Follow-up	5.78	6.22	+	9	.312
95 Post/Follow-up	6.62	6.37	-	8	.351
94/95 Combined	5.38	6.40	+	20	
View of Self as Leader					
94 Institute Retrospective/Follow Up	4.36	5.73	+	11	.001**
95 Institute Pre/post	4.92	5.61	+	13	.013*
95 Pre/Follow-up	4.78	5.22	+	9	.447
95 Post/Follow-up	6.00	5.25	-	8	.222
94/95 Combined	4.55	5.50	+	20	

Quantitative questions also explored the extent to which there was any change in students' views of themselves as change agents or as having the potential of being agents of change [1 (not an agent of change at all or no potential) to 7 (very strong agent of change or strong potential)]. As can be seen in Table 4.06 the results are mixed; six of the t-tests show positive changes and four show negative changes.

Table 4.06
Student Responses Regarding Being a Change Agent

Student Responses	Pre Mean	Post Mean	+/- Change	N	Sig. * ≤ .05 ** ≤ .01
View of potential to be agent of change					
94 Institute Retrospective/Follow Up	4.54	6.18	+	11	.036*
95 Institute Pre/post	6.08	6.23	+	13	.502
95 Pre/Follow-up	6.22	5.89	-	9	.397
95 Post/Follow-up	6.5	6.37	-	8	.732
94/95 Combined	5.30	6.05	+	20	
View of self as agent of change					
94 Institute Retrospective/Follow Up	3.63	6.45	+	11	.000**
95 Institute Pre/post	5.19	6.00	+	13	.026*
95 Pre/Follow-up	5.78	5.17	-	9	.267
95 Post/Follow-up	6.37	5.88	-	8	.170
94/95 Combined	4.60	5.87	+	20	

When Project LEEDS staff reviewed these somewhat mixed results, it was decided that these interpretations may be plausible explanations:

1. The small number of students greatly influences the stability of the statistical results. Also, only 8 of the 1995 participants who completed both the pre- and post survey also completed the follow-up survey, making interpretation difficult.

2. If taken at face value, it appears that the 1995 students left the Institute energized, with great confidence in their potential to be leaders and change agents and as leaders and change agents. It appears that once back in their school environment something happened to cause a decrease in this confidence. It may be that it takes time to begin the work on their campus action plans and the rewards of such work may be some time in coming.

3. The fact that follow-up with the 1994 Institute student participants indicated an increase in students' views of themselves as leaders and change agents may indicate that when there is some success with CAP activities, views regarding leadership may again increase.

Qualitative data provide another perspective which tends to support the conclusion that the 1994 and 1995 Institutes helped students view themselves as leaders and as agents of change. The Institutes also helped students learn that being a leader or agent of change does not mean that one has to be in the forefront.

> My experience here so far has confirmed my very strong belief that I want to be a student leader now and one of the leaders of tomorrow. I want to ensure equal access for people. I want people to look at people as just that, people.
>
> I realized that I do have the power and the responsibility to effect change. Also, I accepted more responsibility than in the past for being an impetus to that change (which is both a good thing and a bad thing!).
>
> Before I felt like I had to make everyone think that I felt really comfortable and confident and that if I let that facade down that I was letting people down. . . . It's given me incredible confidence that I can be a leader.
>
> The first night we got together in a group and we had to do the list thing. One of the things on our list was that you don't have to be a leader. I appreciated that because I would just as soon stay back and when I think I can help, then I'll move forward and see what I can do. That really proved itself for me when we did that maze thing. It was a team effort. There was no one specific leader. But when I knew I could help, I felt totally comfortable going forward and doing what I could do.
>
> I'm going to make myself available to disabled students on campus more than I have. I plan to work closely with our SDS office. I know that they're short of funds, short of staff. The way our campus action plan is developing, they're going to have a large share of the work and certainly disabled students can assume a role in that work.
>
> I will position myself so that I'm involved. If [the institution] is not involved yet, well, we're going to start it and build up some sort of community awareness and empowerment there.

Used leadership/change agent skills. Follow-up qualitative data indicate that students are using their leadership skills.

> [I am] speaking to classes regarding disabilities.
>
> I do a lot of informal one-on-one motivational things with other students, and a lot of educating in the same one-on-one format.
>
> As a student, I have strengthened a student organization: University Action for the Disabled.
> I am suing Amtrak, I'm about to take on the Law School here for discriminatory employment practices in a disability context, and I am going to educate the North Dakota Division of Motor Vehicles about why they should not discriminate among disabilities re: accessible parking tags. Either I'm an agent of change, or the angel of doom; depends on which side you're on.

> We had a very successful meeting with faculty, administrative staff, and students about the testing accommodation problems . . . I wrote up a summary of the meeting and sent it to a zillion people and now we need to decide how our follow-up meeting will work.

Another student found renewed energy and desire to be an agent of change, "It made me want to fight for change again and to do it as a team with those who share the same goal."

Recognized as a leader. At least one student has been formally recognized for her leadership.

> Because of all the work I have done because of my commitment to change regarding disability on campus, I was put in the [Name] society -- an honorary organization with extremely selective membership for my contributions to [school] regarding the disability awareness I tried to promote.

Survey data (see Table 4.07) indicate that Project LEEDS was successful in identifying student leaders to be a part of the 1994 and 1995 Institutes and that these students continue to be involved in various leadership activities.

Table 4.07
Student Responses Regarding Leadership Activities

	N	% Pre	% Post
Participated in campus organization/committee			
94 Retrospective/Follow Up	10	100%	100%
95 Pre/Follow-up	9	100%	89%
Served as a support person for a campus organization/committee			
94 Retrospective/Follow Up	10	30%	50%
95 Pre/Follow-up	9	33%	33%
Served as an officer in a campus organization			
94 Retrospective/Follow Up	10	40%	60%
95 Pre/Follow-up	9	67%	56%
Served as an elected student government officer			
94 Retrospective/Follow Up	10	10%	20%
95 Pre/Follow-up	9	44%	11%
Led or participated in an initiative/campaign to effect change on campus			
94 Retrospective/Follow Up	10	60%	50%
95 Pre/Follow-up	9	44%	56%
Served in and/or led organizations off-campus			
94 Retrospective/Follow Up	10	40%	90%
95 Pre/Follow-up	9	78%	44%
Served as leaders/change agents in other ways			
94 Retrospective/Follow Up	10	20%	20%
95 Pre/Follow-up	9	33%	22%

Roles of non-disabled allies challenged. One of the major outcomes regarding the 1994 and 1995 Institute was to challenge the role of non-disabled allies and especially the role of the non-disabled staff person.

> [Name] confided in me . . . that she felt a little bit uncomfortable with being a non-disabled person coming to the conference because she had no experiences . . . in common with people with disabilities. And I said, "Don't worry about it. We want you here." But it's one thing to say it and I did mean it, but now I think she knows we really mean it.

> [About non-disabled being unsure whether they should come and whether they would be welcomed] . . . I respond by saying, "You give me something I can never experience. I won't ever know what it's like to be non-disabled."
>
> The most powerful aspect of the Institute was the other people with disabilities, particularly those who were farther down the road than I who are role models to me of where I can and need to be moving towards. It was also powerful to experience non-disabled allies working collaboratively within a 'disability consciousness,' rather than taking over as experts in our experience -- to see that happen was very healing!
>
> While tensions still remain today, the aftermath of our session on disabled versus non-disabled leaders of disabled students, are not as intense as yesterday. [Name] visited me about it, telling me that staff participants feel betrayed. As important as their good will is, I feel no remorse about calling them allies rather than leaders. If disabled people don't assume power, if we don't assume responsibility for shaping the programs and services that so profoundly affect our lives, then others will continue to view us as objects of charity who are to be pitied.

Used e-mail and Internet as valuable tools to stay connected with students after the Institute. Items on the 1994 Retrospective/Follow Up Survey and the 1995 Pre-survey and 1995 Follow-up Survey generally indicated that student participants increased their usage of e-mail and Internet (See Table 4.08). Means in Table 4.08 are based on responses to the following: 1=never, 2=less than once/month, 3=monthly, 4=weekly, and 5=daily.

Table 4.08
Student Responses Regarding Use of E-mail and Internet

Student Responses	Pre Mean	Post Mean	+/- Change	N	Sig. * ≤ .05 ** ≤ .01
Use of e-mail					
94 Institute Retrospective/Follow Up	2.40	3.60	+	10	.111
95 Pre/Follow-up	2.89	3.78	+	9	.104
94/95 Combined	2.63	3.69	+	19	
Use of Internet					
94 Institute Retrospective/Follow Up	1.81	2.54	+	11	.070
95 Pre/Follow-up	2.44	2.44	0	9	1.00
94/95 Combined	2.11	2.50	+	19	

Qualitative data indicate that e-mail and the Listserv have become important tools in helping students remain connected after the Institutes. Project LEEDS staff report that the Listserv has also helped students from the 1994 and 1995 Institutes become connected. Selected comments follow:

> I have not had the need to write on the Listserv, but I do read all of the messages on a regular basis. I am also thrilled that I have kept in contact with at least 5 other

> students from LEEDS, which is an awesome support system and a definite bonus to the whole experience.
>
> I want to thank everyone for the wonderful, supportive responses to the wretched situation I found myself in. You all are the greatest!

Professional Staff Participant Outcomes

Changed, reaffirmed and challenged views of role of disability in life of the professional staff participants with disabilities. A few of the professional staff participants had disabilities. For some, the 1994 or 1995 Institute challenged or helped them change their viewpoints regarding their own disability. For others, there was very little change in this regard.

> Sometimes I have to step back and realize that not everyone is interested in disclosing or in having this kind of identity with disability. So, I think, for me, it's that I've been able to step away and just sort of let go of that idea. Not everyone needs to [disclose].
>
> Coming here has given me a little more sense of pride in myself even though I am disabled and makes me feel more of an equal with others . . . Gene expressed some views that I found really insightful as to why he chose . . . only disabled as leaders. I don't necessarily agree with that but what he had to say gave me some insight into why that is a stronger consideration than perhaps I would have given it in the past.
>
> I realized that I was somewhat in denial in that I wanted to pretend that my disability didn't make a difference. I didn't want to acknowledge that non-disabled co-workers might view me as inferior due to my disability.

Challenged and changed staff participants' views of students and/or family members with disabilities. In some cases, professional staff participants found their views of individuals with disabilities challenged or changed.

> Project LEEDS opened my eyes to another world and a greater appreciation for the skills and potential of people with disabilities.
>
> I learned disabled people do not need to be fixed, just remove the barriers, [and that] disabled people are effective leaders and movers in their respective communities.
>
> [I have come to realize] the power of students as a whole. We have to provide leadership development opportunities for students with disabilities. We have to make disability a priority on our campus.

Broadened professional staff's understanding of the disability movement. As with student participants, professional staff participants expanded their view of the disability movement to include a broader disability community perspective.

> Building a multi-disability community must start with opportunities for dialoging, sharing experiences -- especially in Deaf community, we need to put some thought into how to carefully build this sense of community with other disabilities.
>
> I've always struggled with . . . how all these people with all these different [disabilities] are going to come together for a common purpose . . . Being here at this Institute again . . . with all these different people with all these different needs and all these different desires, we actually did come together and there was a cohesiveness formed and we really learned a lot about taking into consideration other people's needs, other people's agendas, other people's point of view.
>
> I'm thinking more globally in terms of disabled community and I think that this will really affect me as I go back and I do work in a team situation with staff people in our disabled student accessibility center.
>
> I think it wasn't so much my views on disability changed, but I think my concept broadened . . . I keep up on my professional reading and I've seen that concept and read about it, but because there's not a real disabled community on our campus, I've never really experienced being a part of that. I think I've experienced that here and it's so exciting. That really motivates me.

Developed new insights into the direction of the disability movement. Some staff participants reported that they became aware of the history and new directions of the disability movement.

> Ten years ago we were consumed with what is a reasonable accommodation, how to accommodate students with disabilities, coming up with accommodations and doing the little nuts and bolt things of disability services. But now I see it evolving into . . . truly being an advocate, not just being an advocate with professors, not just teaching students to advocate for themselves, but to be an advocate on a broader level.
>
> I have a clearer understanding of disability pride and feel like I have been able to relay the concept to students I work with who have not had role models or experiences that expose them to or develop that pride . . . Individual student development (including disability pride and leadership skills) can happen more meaningfully when it is within a diverse group structure with the common character of discrimination. This seemed to be the intended structure of LEEDS and sure enough it happened with the student member at the National and with the students at the regional LEEDS as well.

Decreased sense of isolation. As with the students, professional staff participants found strength and comfort in becoming aware that people in other institutions face similar issues. They were also made aware of what progress is being made at other institutions.

> It's been a good experience to have an opportunity to meet informally as well as formally with students and staff . . . [to] realize that some of the things we've discovered through trial and error are really okay and that some of the things that maybe we thought were great ideas aren't.

> Unfortunately my institution always wants to know . . . . 'Well, [what] is so-and so doing?' Now, I can say, 'Well, look at what's going on here and look at what's going on there and we are not doing any of that.' . . . That will be helpful to present a lot of the good things that are going on in other institutions and try and adapt some of the ideas in the programs to meet our own needs.
>
> It's so good to hear what is happening at the other campuses across the country and to hear some of the things that they're doing, to hear what challenges they're having and to hear how some of the schools are dealing with these kinds of things.
>
> So far the experience has been very informative and interesting and scary. I feel like I and our university are at the 'bottom of the totem pole' as far as our services are concerned. We have so much work to do, it's rather overwhelming and I wonder if I'm up to it.
>
> I've got a better understanding that I have to get help and I can't do it by myself . . . I've been feeling overwhelmed in my position, that I had to do this all by myself. [Now I've] not only [been] given that permission to ask for help, but how to go get it.
>
> One of the things I have found helpful is knowing that it doesn't matter if we come from a smaller university or community college or one that has 60,000 students, we all are dealing with a lot of the same issues. And it's nice to know that we're not alone, that others are trying to improve their situations.
>
> I'm going to go home [to] reflect and think about different things [like] just strength in numbers and the feeling that there was a common interest and that I'm not alone in this.

Found a network. The professional staff participants reported that they found a support network of other professionals and students to help them with this work.

> [I feel there is] a network of people I'm going to be able to rely upon for many years to come, not just in the area of disability (although that is going to be very important) but also in other areas. I've gone to conferences at the end of which I've always exchanged cards and said, "Oh, yeah, we'll stay in touch." It's just been to say it because you have to say it. I don't feel that here. I feel that I want your cards, I want your e-mail, I want your address. You're going to see my questions to you, my responses to your questions to me in a number of different arenas.

Developed personally. Project LEEDS had a profound effect on many of the professional staff participants.

> I've become more aware of myself . . . There was a part of me that . . . was developed as a result of [my life] experiences. I never really knew that that's what that part of me was until now . . . I now have an explanation for it . . . It's just an enlightening awareness for myself and I treasure that and all it could mean.
>
> This conference has answered some questions about my own identity. It's challenged me to do something more strategic about that. It's going to take some personal pushing to do

> that. I'm really good at one-to-one relationships, but the strategic end of it, the risk taking, and the pushing just doesn't happen a lot. I'm very challenged and I'm very empowered by the activities of the Institute, seeing the potential, giving me the right somehow to be an ally.
>
> It's been a growth experience for me to be with this group.

Found purpose and direction. Three professional staff participants who participated in the 1995 Institute found a sense of purpose and direction for their future work.

> I'm feeling very exhausted but somewhat more optimistic about going home with ideas and fighting for necessary changes.
>
> I feel I have gained a real confidence at the conference of some things that I've had gut feelings, but not really had the confidence to go out and . . . start these ripples. [With my team member], it'll be exciting to go [to committees] and really start trying to light a fire under them.
>
> I have been given a lot of direction . . . . I've worked in colleges before, I've worked with people with disabilities before, but I've never had this role. I have been given direction . . . I'm not sure that was your teaching as much as my networking and people helping me out.

Gained new insights to what it means to be a leader and agent of change. Professional staff participants reported that the 1994 and 1995 Institutes helped them explore the meaning of leadership and being change agents. For some, this exploration affirmed the role they had been playing; others gained new insights.

> I always viewed myself as a team player, part of the team. I'll throw out ideas and get things started, but, I never really wanted to be out in the forefront of anything because I didn't think that was the best place. I saw here that it was okay, that I didn't always have to be out in front. It was okay if I wanted to do something else. But then, I also saw that I might be good at standing up there and saying, "Hey, wait a minute, this is wrong."
>
> I've always thought, "Why does it have to be one person or one leader?" I think it's really healthy that leadership changes even within one group. That someone else takes the lead and someone else is a follower.
>
> [What insights about disability and leadership did you gain from your participation in Project LEEDS?] That leadership is more about desire, persistence, and hard work than it is about ability or disability.

Generally positive changes occurred in views of self as leader and as agent of change. Quantitative questions were used to explore the extent to which there was a change in professional staff participants' views of themselves as change agents or as having the potential of being an agent of change. As mentioned, four different instruments were used:

- 1994 Retrospective/Follow Up Survey
- 1995 Pre-Institute Survey
- 1995 Post-Institute Survey
- 1995 Follow Up Survey

As noted previously, all items about leadership and being agents of change had a possible response range of 1 (Not a leader/agent of change at all, or no potential) to 7 (A very strong leader/agent of change, or strong potential). Results are mixed (see Table 4.09); fifteen of the twenty t-tests show positive change.

Table 4.09
Staff Responses

Staff Responses	Pre Mean	Post Mean	+/- Change	N	Sig. * ≤ .05 ** ≤ .01
View of Self as Leader					
94 Institute Retrospective/Follow Up	4.82	5.18	+	11	.397
95 Institute Pre/post	5.05	5.83	+	11	.032*
95 Pre/Follow-up	5.00	5.50	+	12	.053*
95 Post/Follow-up	5.82	5.54	-	11	.465
94/95 Combined	4.93	5.13	+	23	
View of self as agent of change					
94 Institute Retrospective/Follow Up	4.45	5.00	+	11	.082
95 Institute Pre/post	5.33	6.17	+	11	.010**
95 Pre/Follow-up	5.37	5.23	-	12	.766
95 Post/Follow-up	6.01	5.18	-	11	.016*
94/95 Combined	5.61	5.91	+	23	
View of potential to be a leader					
94 Institute Retrospective/Follow Up	5.73	6.18	+	11	.096
95 Institute Pre/post	6.08	6.42	+	11	.039*
95 Pre/Follow-up	6.00	6.40	+	10	.037*
95 Post/Follow-up	6.22	6.44	+	9	.169
94/95 Combined	4.91	5.35	+	23	
View of potential to be agent of change					
94 Institute Retrospective/Follow Up	5.27	5.91	+	11	.132
95 Institute Pre/post	6.00	6.42	+	11	.054*
95 Pre/Follow-up	5.92	5.92	no change	12	NA
95 Post/Follow-up	6.45	5.91	-	11	.082
94/95 Combined	5.86	6.28	+	21	

Just as with student participants, the following are offered as possible interpretations for the mixed results.

1. The small number of professional staff participants greatly influences the stability of the statistical results.

2. It appears that the 1995 staff participants exited the Institute energized as leaders and as agents of change and with great confidence in their potential to be leaders and agents of change. It appears that once back in their school environment something happens to cause a decrease in this confidence. It may be that it takes time to begin the work on their campus action plans and that often the rewards of such work may be some time in coming.
3. The fact that follow-up with the 1994 Institute professional staff participants indicates an increase in their view of being a leader or agent of change may indicate that, once there is some success with CAP activities, views regarding leadership and being a change agent once again increase.

Professional staff participants selected to be a part of Project LEEDS are leaders and continue to serve in leadership roles. Information collected from the professional staff participating in the 1994 and 1995 Institutes indicate that they are leaders at their own institutions and continue to hold leadership positions (see Table 4.10).

Table 4.10
Staff Responses Regarding Leadership Activities

	N	% Pre	% Post
Participated in campus organization/committee			
94 Retrospective/Follow Up	9	78%	67%
95 Pre/Follow-up	11	100%	91%
Served as a support person for a campus organization/committee			
94 Retrospective/Follow Up	9	67%	67%
95 Pre/Follow-up	11	100%	91%
Served as an officer in a campus organization			
94 Retrospective/Follow Up	9	33%	11%
95 Pre/Follow-up	11	55%	9%
Led or participated in an initiative/campaign to effect change on campus			
94 Retrospective/Follow Up	9	56%	78%
95 Pre/Follow-up	11	81%	81%
Served in and/or led organizations off-campus			
94 Retrospective/Follow Up	9	44%	56%
95 Pre/Follow-up	11	100%	45%
Served as leaders/change agents in other ways			
94 Retrospective/Follow Up	9	33%	22%
95 Pre/Follow-up	11	9%	18%

Learned the advantages of building alliances. The professional staff participants gained many insights into the advantages of building alliances and the ways to do so.

> I think that [the information] about making alliances in public lives with people that we may not share all the same views is important -- being able to analyze and accept those people's self-interest will help me feel OK about forging more alliances. Importance of building alliances in gaining strength and support for campus change. The importance of integrating disability into the campus and general community. Importance of making both physical and programmatic changes in removing barriers. Importance of seeing individuals with disabilities as individuals with specific needs, instead of [separating] people into groups (i.e., all blind people).
>
> What I personally got out of the Institute was being forced to look at myself and the behaviors that I have that can impact how far I get with things like forming an alliance . . . It never occurred to me to form an alliance with professors that I did not like, administration that I did not like, and I would let my personal judgments of people get in the way of me trying to get them to assist me in building something a little bit better, a better climate, a better environment for students with disabilities.

> I am going to actually go talk to people that I would not necessarily have gone to talk to before. I'm going to do those one-on-ones and see where their self-interest is . . . I'm excited about trying this new perspective, looking at it differently and trying to get allies.
>
> In doing our needs assessment [we] did a lot of one-on-ones with faculty and staff and we got some good information and some validation as well. I think we need to go back to [city] and try and do some more of those one-on-ones with the people that canceled on us . . . I think those one-on-ones are going to be helpful with not only bringing the issues to the forefront, but also learning about people's special interests.
>
> I'm going to . . . start figuring out how I can pull these people together in groups and, having met with people, I kind of know who's cooperative and who's got power and who's got things I need. I'm going to start rearranging those people, pulling together different meetings and task forces.
>
> I don't see [us] carrying out the action plan on our own . . . I see us working to elicit the support of administrators, fellow council members, those persons with expertise on the ADA and putting things in motion . . . it's more than two people can do.
>
> I've been on a massive campaign to try to build some alliances and build some bridges and make some allies. I was operating by the seat of my pants before, doing those things just as a matter of survival. Now I know I've got to build those alliances. We somehow have to make them see that . . . services for persons with disabilities is a university responsibility. That's not just [my] responsibility.

The follow-up data suggest that some of the Project LEEDS teams used these alliance-building skills upon returning to their home institutions.

> My team member and I are working with student services and department representatives to create activities.
>
> [We] arranged for many activities and strongly promoted disability awareness month throughout our campus. We are now in the process of working on ideas for next year and also working to get even more people on campus involved.
>
> The activities have been assumed by Access for All (the student organization for students with disabilities) and the Access Center (center that provides services for students with disabilities) but our team has remained the leaders, that is, the ones looked to for new initiatives.

Moved from view of self as leader to facilitator of student leaders. Many professional staff participants found that Project LEEDS helped them examine their role in relationship to students. They began to consider that their role should shift from leading to facilitating student leaders:

> My primary role is to help the students I work with get the tools to become their own leaders, so they can be leaders on campus and use those same tools when they graduate out in the community.
>
> I see myself now more as someone who should be working to motivate others to help them cultivate leadership skills . . . I haven't been conscientiously performing that role and I am more committed now to doing that.
>
> I feel I'm more prepared to approach a more organized way [of being an advisor] through the campus action plan . . . The ideas that I've gained here will help me to not just walk into a meeting and say, "Okay, let's get started." Instead of doing the on-the-spot guidance, I'll do more of the behind-the-scenes preparation.

These attitudes remained with the professional staff participants who responded to the follow-up survey.

> I feel more strongly about the student's power to effect change. I also believe that you can work with the system to effect the change.
>
> I have learned to be more respectful and insightful of the leadership potential of the disability community.
>
> For me, the important thing was seeing persons with disabilities in leadership roles and with leadership potential in a way I had not before the Institute. I've done a better job since then of encouraging students to pursue opportunities (two students with learning disabilities now have home computers, printers, scanners -- one via student aid, one via First Nation's funding).
>
> I'm really seeing that I don't think my role is an advocate, but to teach the population to work with themselves . . . that's been a big shift for me because I've felt very comfortable [being the advocate on campus] and taking on that role and fighting battles for people. This really makes me . . . start to understand why I had to step in the background and teach the tools and skills for the students themselves to be in the foreground, fight their own battles.
>
> I think that from Project LEEDS I redefined my role as a provider for students' requests rather than a determiner of what they 'should' be requesting.

Struggled with role of non-disabled staff in the disability rights movement. One of the most profound outcomes from the 1994 and 1995 Institutes was that the professional staff participants were challenged about the role of non-disabled people in the disability movement.

> I always viewed myself as a leader in the disability rights movement and that's because I entered this movement in the early 1970s and have stayed with it throughout. I guess one of the major impacts of this conference on me is that I've challenged myself . . . as to whether or not I can be an effective leader in the disability rights movement . . . I think that one of the major things I've come up with is that perhaps the role of change agent and facilitator and enabler are more effective titles for what I'm doing and should be doing and that means is that when I get back to my campus, instead of agreeing to serve on all these committees and

> being the voice of the disabled, I think I need to be more involved with selecting, grooming, enabling, training students with disabilities and staff with disabilities, for that matter, so that they can be those voices and I can be more behind the scenes.
>
> It's really hard not to be that controlling, leadership-oriented advocate who's out there fighting everybody's battle . . . I think if I want to stay in this movement, which there's a question about that . . . I need to think about shifting gears and getting behind the movement, not in front of it, and getting other people to be in front of it. And helping those people, enabling those people, so that they are empowered and feel comfortable being in front of that movement.
>
> Now, I question whether I should have my job, whether someone who has a disability should have my job. My confidence has been shaken. Should I be doing this? . . . I feel like I've been made to feel like I'm capitalizing. So, I guess some discomfort has come up.
>
> For 20 years I've never questioned whether or not I was doing the right thing. I did something, I was good at it. I was constantly picked to do it over and over again. I met with success. The only time I was ever questioned by a person with a disability as to why I was doing what I was doing was when I first was selected for this position, 20 years ago. A group of disabled students, students in wheelchairs, got me up against the wall one day and said, "Who are you to be the head of a disabled students office? We should be that. That should be someone with a disability, not you." And I was crushed . . . I said to them, "If in 6 months you don't feel I've done something important with which you're comfortable, tell me and I'll resign." Twenty years later, I'm still doing what I'm doing. Now all of a sudden I listen to people I can't help but respect . . . [When they say] "We're not kicking you out of this movement, but think about it. We need to be empowered ourselves. Join with us. Ally with us and help train people to take over self-determination. That's a role you can play and you can do successfully." I have to take that seriously and think about it.

Information from the follow-up survey indicates that the professional staff participants continue to have questions about and to question the role of the non-disabled professional staff in the disability movement.

> The confusion that I felt about relating to people with disabilities and presenting myself as a liaison between students with disabilities and faculty/staff without disabilities remains.
>
> I took away a mixed message about disability and leadership; part of it was rejection [of me] by people with disabilities as a potential leader in 'their' movement and part was a welcoming message. To be quite frank, I saw the disability movement as a political movement for the first time, experiencing the same joys and pitfalls as the women's movement or the civil rights movement.
>
> I was quite taken aback by where students were coming from at the conference and felt isolated by that experience . . . So, [at the Institute] processing for staff who were not disabled would have been extremely helpful.

> I'm still reflecting on my role as a non-disabled services provider. I got the impression from some of the disabled participants that they would rather have a less qualified service provider who is disabled, than one who is highly qualified but non-disabled.
>
> I found the theoretical aspects of the conference especially stimulating, and I know they were not popular with everyone . . . I also learned, however, that it is not my place to preach in the disability community, since I am not disabled. I have since had the pleasure of observing a new student group grow and hope to be able to share a little of my LEEDS experience with them at some point soon.
>
> There will always be a question about how much I should participate as a leader who does not have a disability in disability-related activities and I must consider how I fit into roles very carefully.
>
> [What insights about disability and leadership did you gain from your participation in Project LEEDS?] The whole concept of empowerment of folks with disabilities rather than leadership by allies who do not have disabilities. When you have been wrapped up in a movement for twenty years and have been looked to as a leader, it is important to remember why you still need to move over and make room for other leaders.
>
> Collegiality engenders/strengthens empowerment. Persons with disabilities would prefer to have leadership from within their own community.

Challenged professional views. Two of the professional staff participants reported that the 1995 Institute challenged their views of their roles as counselors and as advocates.

> As a counselor our ethical principles say that you are not to become friends with people that you counsel. We are not to blur the roles, so that frees you up to be the counselor and be non judgmental and not at cross purposes . . . They're not supposed to know too much about me . . . It's something that I wrestle with because I feel a kinship, a friendship, collegiality in what I do with my students . . . and yet I'm torn because I don't want to blur the roles . . . I don't hold hard and fast to it. I do self-disclose, but it occasionally becomes problematic. It makes it hard for me to talk about my position of not being disabled.
>
> I think the whole concept of being an advocate in the deaf/hard of hearing community . . . . [was] always seen as very positive . . . I've started to analyze that whole concept of the advocacy and what my role means . . . I'm seeing that I don't think my role is as an advocate, but to teach the people to work with themselves [and develop] advocacy skills.

Used e-mail and Internet as a way to remain connected to other professional staff participants. Information collected from the 1994 Retrospective/Follow Up Survey and the 1995 Pre-Institute and Follow-up Surveys indicate that staff participants have increased their use of e-mail and Internet. Means in Table 4.11 are based on responses to the following: 1=never, 2=less than once/month, 3=monthly, 4=weekly, and 5=daily.

Table 4.11
Responses Regarding Use of E-mail and Internet

	Pre Mean	Post Mean	+/- Change	N	Sig. * ≤ .05 ** ≤ .01
Staff Responses					
Use of e-mail					
94 Retrospective/Follow Up	2.11	4.11	+	9	.01**
95 Pre/Follow-up	4.40	4.70	+	10	.52
94/95 Combined	3.31	4.42	+	19	
Use of Internet					
94 Retrospective/Follow Up	1.67	3.00	+	9	.011**
95 Pre/Follow-up	2.40	3.20	+	10	.087
94/95 Combined	2.05	3.10	+	19	

Comments on open-ended questions further support how the use of e-mail and Internet have benefited the professional staff participants.

> The ability to stay connected through the Internet has been a great benefit. Questions that have arisen after the conference have been followed up on later.
>
> This survey is good and easy. I just talk back to you by e-mail and I don't feel like I even have to spell check. It promoted an additional meeting with the student team members to begin revising the original action plan. Energy for moving ahead is high.

Team Outcomes

Teams were developed and strengthened by the Institute. Institute activities were designed to facilitate the development of student/professional staff teams. Based on the information collected during and at the end of the 1995 Institute, it appears that team members learned about each other and the skills/strengths each brings to the team.

> I will bring back a partner with me and I know that he will be working with me and putting pressure on me to finish the action plan and go through with the action plan.
>
> The most beneficial thing so far has been being able to get to know my teammate better as we really look at our office and some of the issues and challenges that we have.
>
> I feel more free to ask for assistance so the responsibility is not all on me to remember each and everyone's different experience . . . That idea of a team, that I'm not out there alone and . . . I can make some mistakes, it's very empowering.
>
> All the people that were chosen for this and last year's group, we're making the team stronger and stronger. I think eventually we could be a really big force to reckon with because we have a common goal.

> Something I was noticing on the first day -- in some ways some of the partners felt uncomfortable with each other. It was some subtle thing that I detected . . ., you know, "Oh my God, did my partner just say that out loud?" That kind of a thing. I don't notice that [now]. I don't see people saying, "I'm responsible for everything you do and you're responsible for everything I do."
>
> It's the first time we've actually sat down and said, "Well, this is what I have to offer and this is where my shortcomings are. What can you do to facilitate that and how can you help me here and how can you help me there."
>
> We can make use of all the skills, the experiences that we've had here to help give our group more focus when we get back . . . I would love to be put out of a job. I really would like for our students to be running this association.
>
> I see us as two agents of change in two areas of our campus . . . That's the neat thing about our alliance. I think she sees a part of the campus as a student and as a person with a disability that I don't see . . . On the other hand, I think she doesn't see the administrative part as much as maybe it would be good for her to see. Still, I think we have arenas that are going to compliment each other very well . . . I think we're going to touch base and go back to work and touch base and back to work.

Follow up survey were used to determine the extent to which the teams were still operational. The data indicate that:

1. The work of the project was continuing at the time of follow-up for 11 of the 16 1994 LEEDS teams, although the composition of 5 of those teams had changed. Five teams were no longer operational.

2. Thirteen of the 14 teams established in 1995 were active when the Follow-up Survey was completed, although the composition of 3 of those teams had changed. One team from the 1995 Institute was no longer operational at the time of follow up.

Graph 4.01 provides a summary of team status and Table 4.12 indicates the reasons for team separation.

Graph 4.01
Team Status

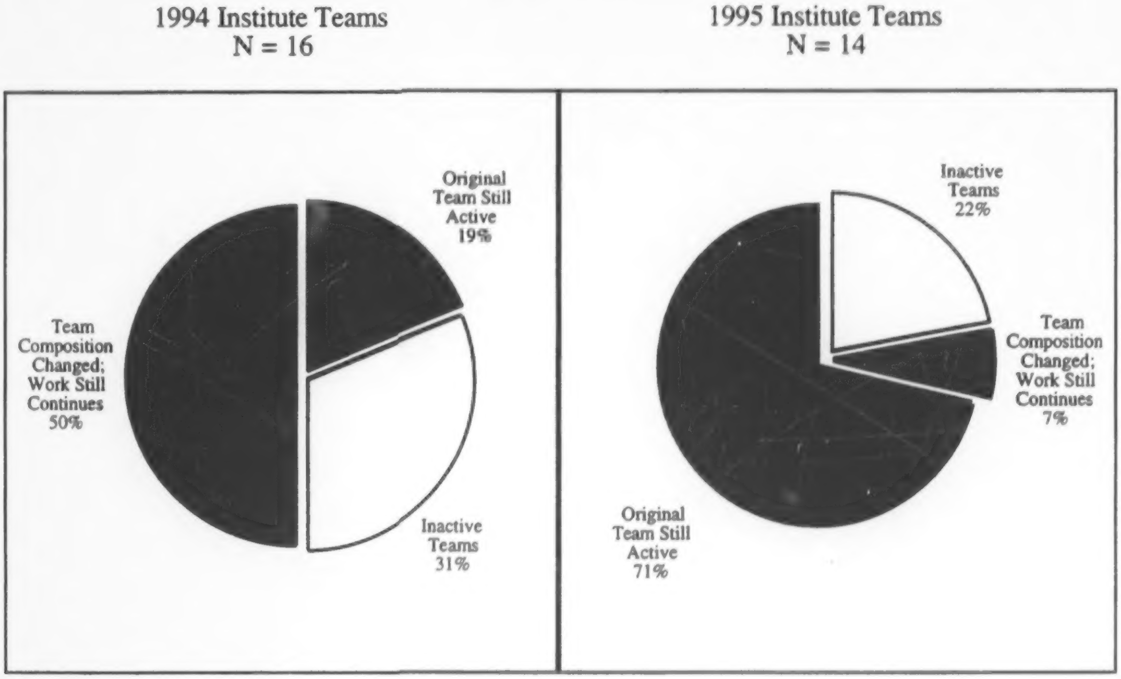


Table 4.12
Reasons for Team Separation

	1994 Institute Teams	**1995 Institute Teams**
Teams no longer active	n (%)	n (%)
Team composition changed	5 (31%)	1 (7%)
Reasons for separation	8 (38%)	3 (22%)
Student graduated	4	2
Staff no longer in position or job responsibilities changed	2	
Student is no longer actively working on LEEDS activities	3	
Staff is no longer actively working on LEEDS activities	2	1
Other	2	1

Institutional Outcomes

Project LEEDS participants have been agents of change at their home institutions, and, in some cases, have made a significant impact on their environments. Despite obstacles and barriers, 1994 and 1995 teams accomplished many goals, as well as produced a variety of unexpected outcomes through their work. The outcomes described below are based on the following information (which was analyzed using the coding system described in Appendix A): Team Campus Action Plans (CAP), CAP Progress Reports, Follow-up Surveys and messages from the Project LEEDS Listserv (LEEDS-List).

- **Teams participated in the campus change process by working together and with others on campus activities.**

Both 1994 and 1995 LEEDS teams actively participated in the campus decision-making process in order to create change for disabled students at their home institutions. In their attempts to implement their Campus Action Plans and influence their campus environment, Project LEEDS participants conducted a variety of activities. For example, 13 teams from 1994 and 1995 networked with campus decision-makers/administrators in their efforts to achieve their CAP goals and objectives.

LEEDS participants also spent time building community and support by planning events. Specifically, 7 teams assisted with the planning of 3 regional LEEDS conferences, which Project LEEDS co-sponsored. One additional team hosted a regional conference for which project staff provided technical assistance. On most campuses, team members worked with other campus stakeholders to complete this goal. For example, one participant wrote:

> We are mainly working on a regional LEEDS conference right now. The student committee is kept informed and is supported by my supervisor (Director of Student Activities) and by the Student Government Association and by the Office of Disability Services.

Additionally, LEEDS participants worked to expand their teams and build alliances with other campus units to achieve improvements for disabled students.

> Most of the objectives we set out in our action plan revitalizing student group, setting up a student room, improving physical access on campus, educating campus population) have been assumed by disability services office. I am directly involved in some of these changes and indirectly involved in others.

> The Council for Disability Awareness (CDA) continues to play a fundamental role in the implementation of the Campus Action Plan for better or worse. The Affirmative Action Office has given the Plan its support, and has been involved in sharing the plan with key individuals on campus. Those individuals are taking a part in its implementation, examining issues that fall within each person's particular domain (e.g. student services, housing, facilities planning, etc.). The entire council is assuming most of the responsibility at this time, however, as the team has requested certain things that relate to specific areas of

> the campus action plan, some other university offices have become involved in the actual implementation.
>
> The activities have been assumed by Access For All (the student organization for students with disabilities) and the Access Center (that provides services for students with disabilities) but our team has remained the leaders, that is, the ones looked to for new initiatives.

- **Teams faced obstacles in their attempts to make campus change.**

Similar obstacles were faced by both 1994 and 1995 participants when they returned to their home campuses. Some teams experienced complications when dealing with university or college bureaucracies, including negotiating financial and university "red tape." Participants from seven schools felt a lack of direction regarding their work once they returned to campus. The most frequently reported obstacle for the 1994 and 1995 teams, however, involved the lack of student involvement necessary to be effective. Specifically, 9 schools reported a lack of student involvement and participation. These statements were typical:

> Lack of faculty, staff and student participation on committee, which left five people planning most of the activities.
>
> No interest in forming an organization of students with disabilities. I think the critical mass is likely too small.

Additionally, financial and time constraints limited the success of some teams. Difficulty in obtaining funding was cited by 4 schools as an obstacle faced. Scheduling conflicts and time limitations for students at 8 schools were specifically mentioned as barriers to team success. In addition to external resources, 10 LEEDS teams reported difficulty sustaining the original team make-up. Team structures changed for a variety of reasons, including students leaving or graduating, staff members no longer in position or job description had changed, and illness or other limitations to work.

- **Despite obstacles, 1994 and 1995 LEEDS teams achieved a variety of goals on their campuses.**

1994 and 1995 LEEDS teams accomplished many goals on their home campuses. Teams worked with others on campus to improve access for disabled students in a variety of ways. For example, 4 schools cited accomplishments in the area of improving physical access and accommodations for disabled students. One school established a central location for the Office of Disability Services, while another university provided 2,500 square feet of space in a house in the middle of campus to be used strictly for the Office of Learning Assistance Program. Four schools also cited success in their attempts to build alliances among those able to make improvements for disabled students. As the following quote reveals, LEEDS participants built relationships with campus decision-makers in their efforts to create change.

> Student Senate and Campus Activities Board (CAB) have been contacted about including disability issues in event planning. A LEEDS team member has been appointed an honorary member of the Student Senate Academic Affairs/Student Services Committee and has made a contact with the Cultural Diversity Committee. CAB has committed to sponsoring a disability-related program for the 1995-96 academic year.

Other key accomplishments of LEEDS teams involved developing awareness on campus and building disability community. Ten schools reported taking actions to educate their communities about disability culture, including: hosting a showing of "When Billy Broke His Head," an award-winning documentary on the disability civil rights movement; creating on-line site for disability resources; speaking to classes, faculty meetings, and resident life staff members; and sponsoring a "Disability Awareness Month" campaign. Additionally, one school is currently planning a statewide conference on educating students with disabilities, and the responsibilities of universities in this regard. Eight schools also highlighted the activities undertaken to create networks of support for disabled students and their supports. For example, four schools reported beginning disabled student organizations, while two other schools hosted cultural events focusing on disability.

- **Teams also experienced unexpected outcomes as a result of their LEEDS work.**

As a result of their involvement in the project, 14 LEEDS teams reported unexpected outcomes. As they attempted to improve leadership skills of disabled students on their campuses and achieve the goals set forth in their Campus Action Plans (CAP), 1994 and 1995 LEEDS participants energized other units on their campuses.

> The tutors became strong advocates for the students they tutored, going to the professors with them to explain their disabilities and need for academic adjustments and just generally becoming cheerleaders and friends.
>
> Residence Life has made great changes in their interaction with students with disabilities. Students are initiating requests directly with that office. Facilities are also responding the same way. The Student Center and Student Development offices are significantly more inclusive of the students with disabilities in planning activities. Students speak more freely to these offices.

> Humanities Department has sponsored a program featuring Joseph Chaikin, playwright, who works with local groups who explore disability culture via theater.

LEEDS team members have also been recognized nationally and locally for their work. One LEEDS team member reported participating in a National Coalition-Building Institute as a result of this work. And both members of a 1995 team have become important "players" in their local mayoral commission on people with disabilities.

- **Teams also reported unsuccessful attempts at change.**

1994 LEEDS teams reported on some attempts to influence their campuses that were less successful. (At the time of the Follow-up Survey, 1995 Teams had only been back at their campuses for about 6 months). Examples from 1994 participants include:

> Inability to encompass all disabilities in Unbound [disabled student group] activities.
>
> Attempted to develop a core of students able to speak to classes and organizations about disability issues. Student interest has been almost nonexistent, partially because of lack of time.
>
> The Mentor program was a total flop, but will be started next year. The lesson we have learned is not to start such a major program in the Spring!
>
> Not successful in establishing a disability forum. Time and place was set for a meeting. A banner was made for publicity. A memo was sent to all registered disabled students regarding time and place of meeting. Poor attendance.
>
> No standing disabilities committee or office for students with disabilities as yet exists.

CONCLUSION

This section will provide insight on how Project LEEDS evolved, including lessons learned by project staff and recommendations for replication.

Lessons Learned

Project LEEDS was the first national program to provide comprehensive leadership education specifically geared to college students with disabilities. Each of the proposed components was successfully implemented, but also was faced with challenges and obstacles. Staff used these problems as opportunities to learn and improve up on each of the project components.

Disability and Leadership Curriculum

Project staff had several key learning opportunities as they developed the project curriculum. Perhaps the most critical lesson learned was realizing, concretely, that there is no single path to leadership development. As staff designed and tweaked the curriculum, a false sense of comfort was created around aspects of the curriculum which had met with success. For example, one of the more integral elements of the curriculum focuses on establishing alliances between disabled and non-disabled staff. In 1994, a session on alliance was very well received (highly rated by a majority of participants). The session involved the discussion of power and privilege and how to build alliances despite the barriers. Project staff assumed that the same session would be well received in the 1995 Institute and were very surprised when the participants spoke out against the session and its facilitator.

Differences between participant groups should have been attended to carefully, and flexibility built into the curriculum so that activities could have been more easily changed or dropped as needed. Each group had its own dynamic, and over an intense Institute experience developed a set of norms and values. If a planned session had the potential to violate these norms, it would have been wise to either drop the session in favor of one that participants believed would further their goals, or to provide more preparation and background in anticipation of the session. However, conflict often can offer the most fertile moments of change and empowerment, and avoiding these opportunities may not be desirable. The key is flexibility and attentiveness to what participants say are their goals and needs.

Project staff also found that the curriculum and related readings should be focused and interwoven, with themes building on one another, creating a momentum. All sessions should have "built" on previous ones, and any readings assigned should have been tied to specific sessions at the Institute (and actually used within the sessions). The readings selected for the first use of the curriculum in 1994 were far ranging and quite provocative. In addition, faculty and staff did not fully incorporate the themes of specific readings into their various sessions. The readings selected for the second use of the curriculum (1995 Institute) were highly focused and integrated more throughout the Institute. The experience of the Institute was sharpened and focused considerably by these measures.

Project staff placed a high priority on obtaining Institute faculty and staff who had disabilities themselves. Participants expressed a great appreciation for the disability perspective provided by scholars and activists with disabilities. In addition, project staff also worked to ensure that non-disabled faculty and staff understood the philosophy driving the project, a philosophy that highly values the involvement of non-disabled allies in the disability issues, but recognizes that leadership should come from the disability community.

Another key lesson learned by project staff was the importance of integrating theory and practice. For example, the first draft of the curriculum included a session on disability history which participants didn't find very relevant to the topic of disability and leadership. Project staff worked with the faculty member responsible for the session to make the subject more relevant. Participants at the second Institute still had similar reactions to the session. The implications for action of the session should have been highlighted. Integrating a comparison between the specific historical events referred to in the session to the work of the Campus Action Plans which teams were developing might have provided this perspective.

National Institutes on Disability and Leadership

Situating the Institute away from participants' home campuses allowed participants to devote focused energy to the activities of the Institute and the development of their action plans. It also provided a setting in which alliances could be forged between partners outside of a "service" setting.

Merely bringing together people with disabilities and people who work with them proved empowering. Participants came to realize that the problems they faced on their campuses were not unique, and to perceive themselves as part of a larger group working toward change, whether as people with disabilities or as allies.

Where activities were highly interactive or experiential, they were particularly effective in engaging participants, raising awareness, and fostering team development. Examples of this included an exercise in which team members met to discuss their strengths and weaknesses as allies and one in which perspectives on disability were examined critically.

Structuring the development of an action plan *in situ.*, reserving time for its development, and modeling the development of an action plan, increased the likelihood that participants left with an advanced draft of an action plan and implemented at least a portion of that plan at their home institution. It also sharpened the focus of the Institute on action, which may have served to further organize participants' thinking about their experiences and interactions at the Institute, and made all aspects of the Institute more concrete and relevant.

Project staff placed a high value on obtaining a diverse pool of applications with respect to type of disability, size of institution, type of institution (2-year and 4-year colleges, technical colleges, universities), and racial and ethnic background. This led to greater cross-disability awareness, and about challenges both unique and universal to be addressed.

A network of volunteers was in place for the second national Institute. This group of people, largely composed of colleagues of the core Project LEEDS staff, dealt with the myriad requests and errands that occur during a conference of any size. This permitted Project LEEDS staff to stay on site significantly more during the second Institute to interact with participants informally, and to meet more substantive needs as they arose. Participants from both national Institutes made it clear that they preferred the ongoing presence of the Project LEEDS staff.

Regional Site Visits

As stated earlier, the original design of dividing the country into regions to facilitate better support of participants in their own region did not work due to the limitations of the number of institutions and their geographically dispersed nature. It would have been useful to hold the Institutes or conferences with teams from campuses in a smaller geographical area. Diversity still could have been a goal, but the proximity of these institutions to one another would have been advantageous as the teams implemented their action plans. They would have been better able to provide mutual support and resources to one another.

Project staff found that site visits were extremely helpful for all involved. Participants received much needed on-site technical assistance and could take advantage of having an off-campus "expert" visit. Project staff also benefited by gaining a more realistic picture of the diverse campus situations, this understanding influenced the refinement of the curriculum.

Follow-up Technical Assistance

An electronic forum was established in which Institute participants continued to communicate with one another, fostering further discussion about disability and leadership, and facilitating mutual support and sharing of resources among Institute participants. It was apparent that this communication went beyond the public forum of the listserv, e-mailed one another privately after "meeting" in the group forum.

While the listserv provided necessary communication opportunities, it could have been better utilized. Project staff efforts were hampered by the number of participants not on-line or those who were not familiar with the ins and outs of the Internet. In addition, staff could have posted information and added to the exchange on a much more regular and frequent basis, modeling active participation for the rest of the subscribers.

Regional Conferences on Disability and Leadership

Project staff were impressed with the amount of enthusiasm and support project alumni and their respective institutions brought to the planning and implementation of the regional conferences. All of the institutions which co-sponsored the regional conferences gave generously of student and staff time, in-kind resource, and financial support.

The original plan called for including high school students in the regional conferences. The alumni who planned the regional conferences made it quite clear to project staff that the student and staff participants did not feel prepared to reach out to high school students with disabilities. Given the isolation experienced by most college students with disabilities, it was not surprising that they wanted to focus their efforts on increasing the size of their own campus networks and resources before extending a hand to the next generation.

The selection of convenient dates, places and times was also critical to the success of the regional conferences. Many of the smaller two-year schools did not have classes or a full staff during the summer months, so project staff and alumni had to re-schedule conferences for a later date. In addition, it was sometimes challenging to gain interest from Potential staff participants to understand the importance for the regional leadership conferences. Project staff worked to get more campus teams to consider targeting their campus activities offices for assistance.

The regional conferences lasted two days and were therefore unable to provide participants with the time that was afforded in the six-day Institute to develop an action plan, form alliances, and examine the power inherent in their role (student or service provider) or status (disabled or non-

87

disabled). Even with the barrier of limited time, participants found the regional conferences highly rewarding and motivating.

Dissemination

Project staff spent considerable time and energy disseminating information on opportunities to participate in project activities, on the impact of project events, and on available project resources. In 1994, project staff distributed a press release informing the media about the first national Institute on Disability and Leadership. While the press release resulted in a number of media exposures, it also resulted in some unfortunate inaccurate reporting. The University of Minnesota's own campus newspaper sent a reporter whose story misinterpreted the experiences and offended the participants, faculty, and staff at the Institute. Participants felt the reporter wrote the story through her own stereotyped screens of disability. The exciting result was the rallying of participants, staff, and faculty who collaborated to write an opinion piece, which appeared in the next issue. Project staff learned of the importance of working with media representatives to educate them about the social political movement of people with disabilities in order to ensure accurate and fair reporting. This resulted in excellent media coverage for the 1995 Institute, including a well-done article in the University's paper and a lead story on the local NBC affiliate evening news (See Appendix H for copies of the articles).

Project staff also learned about developing project identity. Project LEEDS promoted opportunities for involvement via professional and student organizations nationally. The first year project publicity was met with a significant response, followed by a drop in responses in 1995. Project staff surmised that the lead time needed for adequate publicity and recruitment was more significant than originally thought. In addition, because dissemination about the results of Project LEEDS did not occur until the midpoint to the latter part of the project, word of Project LEEDS success was too slow to impact 1995 inquiries. Project staff have been contacted since the second Institute and regional conferences about the possibility of a 1996 Institute.

Project staff learned about the value of including alumni in dissemination activities. They included alumni perspectives and expertise in many conference presentations and publications. A full-day pre conference at the annual meeting of AHEAD was made successful due in part to the participation of past participants. Alumni added significant insight to the process of leadership development and the impact of disability.

Evaluation

The primary lesson learned with regard to project evaluation is the importance of setting forth measurable outcomes in the proposal writing stage of project development. Project staff spent a great deal of time working to define measurable outcomes and processes to collect and analyze data. While the thrust of the evaluation was formative (helping staff to further develop and define the leadership curriculum), emphasis was also placed on measuring the impact of leadership education. Since measurable outcomes were not defined in the original proposal, it took the first year to define criteria to measure the impact of the project. Therefore first-year participants were contacted during the second year for a retrospective self-report of their leadership development. The system developed by the second year - of surveying participants before, immediately after, 5 and 6-months after the Institute was a more effective way of measuring outcomes.

The use of a combination of surveys, focus group interviews, and progress reports provided a rich source of data with which to ascertain the effectiveness and impact of the project.

Recommendations

Based on the experiences in implementing and evaluating Project LEEDS, the following recommendations are made to other institutions considering replication of the model.

- Educate target audiences (e.g. disabled student leaders and student affairs professionals) as to the importance of leadership education that is inclusive of disability perspectives.
- Do not assume that all participants are at the same level with regards to understanding the experience of disability. Respect all perspectives represented while, at the same time, expose participants to new perspectives.
- Work to ensure that Campus Action Plans reach beyond basic disability access to include strategies for leadership advancement for students with disabilities.
- Obtain, early on, participant commitment for regular communication, reporting, and follow-up.
- If working with more than one institution, be aware of conflicting institutional calendars, and how dates and times for events will be affected.
- Consult with other mainstream and minority-based leadership projects for input on project and evaluation design.
- In designing the project, plan for continuation and self-sufficiency from the onset of funding.
- Identify a core group of disabled student leaders to assist in implementing, refining, and planning curriculum activities.
- Do not assume that there is only one path to leadership. Be open to changing the "recipe" as the project unfolds.

- Address access concerns proactively. Providing full disability accommodations tells participants that the philosophy of inclusion of people with disabilities is not merely an abstract consideration, but that it is regarded as a basic logistical concern. It also tells participants at a more personal level that their experience is important, which is a powerful basis for the intra- and interpersonal changes that are possible in a well-planned institute.

A. Evaluation Methods and Data Collection Instruments:

- Evaluation Methods
- 1994 Daily Assessment of Curriculum and Facilities (sample)
- 1995 Daily Assessment of Curriculum and Facilities (sample)
- 1994 Daily Reflective Feedback Survey
- 1995 Daily Reflective Feedback Journal
- 1994 Focus Group Interview Protocol
- 1995 Focus Group Interview Protocol
- Progress Report Form
- 1994 Retrospective/Follow Up Survey
- 1995 Pre-Institute Survey
- 1995 Post-Institute Survey
- 1995 Follow-up Survey
- Needs Assessment Form
- Regional Pre-Conference Survey (sample)
- Regional Post-Conference Survey (sample)
- Regional Conference Daily Assessment of Curriculum and Facilities (sample)

APPENDIX A
EVALUATION METHODS

Descriptions of Data Collection Methods

A number of data collection methods were used to gather information from students, professional staff participants, and project staff. Descriptions of the data collections methods follow. Data collection methods and response rates are summarized in Table 5.01. Copies of the instruments and protocols used may be found at the end of this Appendix.

Daily Evaluation of Curriculum and Facilities. Student and staff participants of the 1994 Institute and the 1995 Institute completed daily evaluations designed to assess the effectiveness of the Project LEEDS curriculum.

Daily Reflective Feedback Questions. Students and staff participating in the 1994 Institute and the 1995 Institute completed daily questionnaires or journals designed to help them to document and reflect on the Project LEEDS Institutes. Journals collected at the 1995 Institute were analyzed to identify participants' reactions to the sessions, to determine what participants had learned, and to ascertain how participants had grown.

Campus Action Plans (CAPs). Each school team was asked to create a Campus Action Plan (CAP). These plans were reviewed as part of the evaluation to identify how participants had taken their learnings from the Institutes and translated them into future plans. The CAPs were also compared to their Progress Reports to determine the extent to which participants were able to implement proposed plans.

Progress Reports. Each team from the 1994 Institute and the 1995 Institute was asked to submit reports to keep Project LEEDS staff informed of progress toward implementing their plans. These documents were reviewed to determine the extent to which CAPs were carried out as planned, to identify outcomes, and to ascertain what factors promoted or limited implementation.

Focus-group Interviews. At the 1994 Institute and the 1995 Institute, students and staff participated in focus-group interviews facilitated by Project LEEDS staff. The questions for the 1994 Institute included items assessing strengths and weaknesses of the Institute (e.g., "What aspects of the Institute will help you the most when you return to your campus and begin implementing your plan?" and "What parts of the Institute did not help your team? Why?"). Interview questions at the 1995 Institute also included items to ascertain participants' views of self, of self as leader, change agent, and team member, and how views of disability may have changed.

1994 Institute: Retrospective/Follow Up Survey. A survey was sent to 1994 Institute participants one year after their participation in the Institute. In two separate sections, participants reflected on their perceptions of self as leader, as change agent and of relative responsibility for carrying out the CAP before the Institute and after the Institute.

1995 Institute: Pre- and Post-Survey and Follow-up Survey. At the beginning of the 1995 Institute, participants were given a survey to assess their perceptions of self as leader, as change agent and of relative responsibility for carrying out the CAP. At the end of the Institute another survey assessed these same dimensions. A third survey was sent to participants six months later (January 1996) to determine how their perceptions may have changed.

Needs Assessments. Teams that were selected for participation in the Institutes were asked to complete a Needs Assessment of their home campus before coming to the Institute. In this Needs Assessment, participants indicated their perceptions of the most pressing disability-related needs on their campus. In addition, they were asked to gather information about the characteristics of their campus environment that could potentially facilitate or hinder their efforts to address the needs they listed. These characteristics could be people (allies or not), community resources, funding, attitudinal environment, physical barriers to access, etc. The Needs Assessment was intended to serve as a starting point for participants' efforts to accomplish needed changes on their campuses, by indicating resources and challenges that would need to be addressed in any plans for change.

Project LEEDS Listserv. An electronic mailing list was set up for the use of participants in Institutes and regional conferences, Project LEEDS staff, and Institute faculty. The list was established so that participants could continue to turn to Project LEEDS staff and faculty for technical and social support as they implemented their Campus Action Plans.

Regional Conferences: Pre-and Post-surveys. Surveys were completed by student and staff participants at the West Coast, Midwestern and Southeastern regional conferences. Items assessed student and staff participants' perceptions of self as leader, as change agent, and relative responsibility for carrying out theCampus Action Plan (CAP).

Regional Conferences: Daily Evaluation. Students and professional staff participants completed evaluations designed to assess the effectiveness of a shortened version of the Project LEEDS curriculum.

TABLE 5.01
Data Collection Methods

Data Collection Method	Number of Respondents & Documents	Response Rates
1994 Institute Participants		
Daily Evaluation of Curriculum and Facilities	14-30/session	42-91%
Daily Reflective Feedback Survey	25-31	76-94%
Focus-group Interviews	4 groups, 8-9 ea.	100%
Needs Assessments	4	25%
Campus Action Plans (CAPs)	12	75%
Progress Reports	7	44%
1994 Retrospective/Follow Up Survey	21	64%
1995 Institute Participants		
Pre- and Post-Institute Surveys	14 Teams	100%
Daily Assessment of Curriculum and Facilities	20-28/session	71-100%
Daily Reflective Feedback Journals	20	69%
Needs Assessments	13 Teams	93%
Campus Action Plans (CAPs)	9 Teams	64%
Progress Reports	3 Team Reports	21%
Follow-up Surveys	20	71%
Focus-group Interviews	4 groups, 6-8 ea.	100%
1995 West Coast, Midwestern, and Southeastern Regional Conferences		
Pre- and Post-surveys		
West Coast	10	45%
Midwestern	8	53%
Southeastern	20	100%
Daily Evaluation of Curriculum and Facilities		
West Coast	18/session	100%
Midwestern	7-12/session	39-67%
Southeastern	20-21/session	95%

Analysis of Data

Graduate research assistants collected the evaluation data. The quantitative data were entered into a database and submitted to a set of analyses using SPSS. The primary analysis performed was paired sample t-tests, using various "before" and "after" measures. For example, the retrospective measure of perception of self as leader was compared to the follow-up measure of the same for 1994 Institute participants, and the pre-Institute measure of perceived potential to be an agent of change was compared to the post-Institute measure of the same for 1995 Institute and regional conference participants. Paired sample t-tests permitted assessment of changes in these measures that could be attributed to participation in Project LEEDS' Institutes and conferences.

These analyses were done separately on students and staff, as the effect of the Institutes and conferences on leadership in *students* was of particular interest. However, the separate analyses were also useful in assessing the relative impact of the curriculum on students and staff participants.

In the fall of 1995, the external evaluator and project staff reviewed transcripts of the focus-group interviews conducted at the 1995 Institute and copies of participants' journals collected at the 1995 Institute. They discussed the data and identified common themes. Themes addressed student participant changes, professional staff participant changes, team changes, and strengths/weaknesses of the 1995 Institute. The external evaluator then developed a draft code system based on these themes. The code system was reviewed by project staff and revised based on their feedback.

Project staff also reviewed the Campus Action Plan Progress Reports for both 1994 and 1995 and developed codes for institutional accomplishments, obstacles, unsuccessful attempts, and the process used to achieve outcomes. These codes were added to the previous code system developed. Analysis of all sources of data was based on this code system.

Coded data from the Progress Reports were organized by codes to determine the frequency with which they appeared and the number of schools involved. Data elements identified by the majority of the schools or by the majority of the participants were deemed significant. Some elements were identified by most or all of the participants.

The external evaluator and Project LEEDS staff then met to review the quantitative and qualitative data collected, summarized, coded and analyzed. They refined and identified additional themes. The external evaluator used this information to write the Outcomes and Perceived Value section of this report.

Limitations of the Project LEEDS Evaluation

Several limitations should be noted in terms of the data. Calculation of results for each of the Institutes and conferences hosted by Project LEEDS were based on relatively small groups of people, limiting the generalizability of these results. Incomplete data attenuated the number of responses, further reducing the size of groups for some analyses. Some of the latter may be due to reluctance on the part of participants to evaluate sessions facilitated by Project LEEDS staff. Participants spent a considerable amount of time with Project LEEDS staff, and a camaraderie between participants and Project LEEDS staff developed quickly under these circumstances. Participants may have felt uncomfortable offering ratings that might be seen almost immediately by Project LEEDS staff who had facilitated the sessions in question. These sessions tended to receive fewer ratings than the number of people who actually attended them. In other situations where fewer ratings were given, the number of ratings reflected actual attendance.

Another important limitation of the Project LEEDS evaluation lies in the use of retrospective measures of 1994 participants' perceptions of themselves as leaders, agents of change, etc. (see description of 1994 Retrospective/Follow-up Survey in Outcomes and Perceived Value of Project section). Any interpretation of pre- and post-Institute results for this group is open to question, as participants may have reported lower ratings for their pre-Institute characteristics than they might have done if these measure were taken on site. In addition, they may have consciously inflated their post-Institute ratings to reflect a perception on their part (whether biased or not) that they had experienced an increase in the characteristics being measured (e.g., self-as-leader). Collection of follow-up information was also hampered by the lack of resources to supplement survey data with individual interviews of participants.

Another aspect of the evaluation process that should be noted is that Project LEEDS staff led the focus group interviews held at the end of the 1994 and 1995 Institutes. Although there was a perception on the part of Project LEEDS staff that participants were forthcoming and honest, it may be the case that participants withheld feedback out of fear of criticizing people with whom they had developed camaraderie and from whom they hoped to receive follow-up support while implementing their Campus Action Plans.

A final limitation to be noted is that different people coded different sections of the qualitative data from the Institutes. For example, one person coded all qualitative data from 1995 participants from their first Pre-Institute Survey to their follow-up survey, whereas another person coded all qualitative data from e-mail correspondence. However, any limitation posed to generalizability of the qualitative results may have been mitigated by the use of a third person coder, who reviewed all of the coding of qualitative data.

Data Collection Instruments

- 1994 Daily Evaluation of Curriculum and Facilities
- 1995 Daily Evaluation of Curriculum and Facilities
- 1994 Daily Reflective Feedback Questions
- 1995 Daily Reflective Feedback Journal
- 1994 Focus Group Interview Protocol
- 1995 Focus Group Interview Protocol
- Progress Report Form
- 1994 Retrospective/Follow Up Survey
- 1995 Pre-Institute Survey
- 1995 Post-Institute Survey
- 1995 Follow-up Survey
- Needs Assessment Form
- Regional Pre-Conference Survey
- Regional Post-Conference Survey
- Regional Conference Daily Evaluation of Curriculum and Facilities

Tuesday, August 2, 1994

PROJECT LEEDS

1994 Institute on Disability and Leadership

Daily Evaluation

Curriculum

We need your assessment of today's activities to assist us in the development of our curriculum. Please rate each activity listed below for its usefulness to our Institute curriculum by circling the appropriate number.

Keynote address
Carol Gill

Not useful			somewhat useful				very useful	
1	2	3	4	5	6	7	8	9

Group Discussion, "What is Disability?"

Not useful			somewhat useful				very useful	
1	2	3	4	5	6	7	8	9

Presentation and Discussion
Paul Longmore

Not useful			somewhat useful				very useful	
1	2	3	4	5	6	7	8	9

"Moving toward Action"
Project LEEDS' Staff

Not useful			somewhat useful				very useful	
1	2	3	4	5	6	7	8	9

If you rated any of the activities above high (8 or 9) or low (1 or 2), please describe briefly the reasons why that session was particularly useful or not useful. [Use back of sheet if more space needed.]

Facilities

We want to do what we can to make your Institute experience comfortable and pleasant. If you have experienced any problems or inconveniences with the following, let us know. We can't solve all problems, but we'll try to do our best.

Institute Facilities:

Lodging:

Meals:

Disability Accommodations:

Thursday, June 22, 1995

PROJECT LEEDS

1995 Institute on Disability and Leadership

Daily Evaluation

Curriculum

We need your assessment of today's activities to assist us in the development of our curriculum. Please rate each activity listed below for its usefulness to our Institute curriculum by circling the appropriate number.

Keynote address, "Disability Identity: Igniting the Power in Labels"
Carol Gill

Not useful			somewhat useful				very useful	
1	2	3	4	5	6	7	8	9

Group Discussion, "I Don't Want to be Normal!!???"

Not useful			somewhat useful				very useful	
1	2	3	4	5	6	7	8	9

Presentation/Discussion, "Discovering the Potential of Alliance"
Betty Aune and Gene Chelberg

Not useful			somewhat useful				very useful	
1	2	3	4	5	6	7	8	9

"Campus Action Plan: Moving towards Action"
Devora Lomas

Not useful			somewhat useful				very useful	
1	2	3	4	5	6	7	8	9

If you rated any of the activities above high (8 or 9) or low (1 or 2), please describe briefly the reasons why that session was particularly useful or not useful. [Use back of sheet if more space needed.]

Facilities

We want to do what we can to make your Institute experience comfortable and pleasant. If you have experienced any problems or inconveniences with the following, let us know. We can't solve all problems, but we'll try to do our best.

Institute Facilities:

Lodging:

Meals:

Disability Accommodations:

Today's Date________________

PROJECT LEEDS

Institute On Disability And Leadership

REFLECTIVE FEEDBACK QUESTIONS

We want to know about your experience today. Your comments will help us improve and fine-tune the Institute.

1. At what points today did you feel most engaged with what was happening? Why?

2. During which activities or sessions did you feel least engaged? Why?

3. Of all that was said or done today (by presenters or participants), what, if anything, did you find puzzling or confusing? (Please describe)

4. Of all that was said or done today (by presenters or participants), what did you find most helpful to you personally? (Please describe.)

5. Do you have any new ideas, feelings, insights or specific activities you want to pursue as a result of attending today's activities?

My Daily Journal

Journals are a wonderful place to quietly reflect on life's experiences.
All that we are asking you to do
Is to scribe some words, a poem, or even a doodle or two
To capture how this experience is affecting YOU!

(NOTE: Possibilities for this entry are endless. You could write about what you have learned today or how you are feeling, write a poem, draw a picture, or make a tape recording of a song or sounds. If you need more space, feel free to write on the back. We invite you to share something from your journal, if you like, during the morning reflective feedback session.)

This journal is by:____________________

Today's date is:__________

PROJECT LEEDS Focus Group Questions (1994)

PROJECT LEEDS has two important tasks: 1) To support your team in developing and implementing a campus action plan; 2) To develop an Institute model to share with others.

Today's purpose to receive your final ideas about both parts--the Institute and the kind of assistance you would like from PL to support your work at home. If something comes up in the next few weeks, contact us and the information will be included in PL notes. This information will be used to modify the Institute program and structure support for team participants. All information will be conveyed so as to ensure participants anonymity.

What was the high point of your weekend in Minneapolis?

How has the Institute been for you as an individual? What is the most important thing you've gained personally?

What aspects of the Institute will help you the most when you return to your campus and begin implementing your plan?

What about the Institute was not helpful? Why?

What should be added to the Institute schedule or changed to make the experience more useful?

What parts of the Institute were most useful or supportive to your team's work. Why?

What parts of the Institute did not help your team? Why?

Do you have any comments on the set of readings? What about the videos?

Final comments about Institute facilities and services or about access issues you've experienced here.

Have you had sufficient opportunity to interact with PL Staff?

How have PL Staff been especially helpful?

How have PL Staff been not especially helpful?

Are there things PL Staff should do that we aren't doing to enhance the Institute experience?

To what extent do you sense that PL Staff have an adequate understanding of your team/issues?

As you prepare to return home and implement your action plan, what general goals are you confident of reaching?

What do you feel less sure about achieving? What resources would make you feel more confident? Of them, which can PL Staff provide?

1995 INSTITUTE ON DISABILITY AND LEADERSHIP

Focus Group Interview Questions

Later today when you fill out your daily evaluation another survey will be included which we would like you complete which deals with your thoughts about your team, your thoughts about being a leader and a change agent. It also gives you space to share ideas, thoughts or concerns that you did not share during this focus group for whatever reason.

The first part today we're going to be discussing the Institute experience as an individual. You've participated in the Institute both as an individual and as part of a team.

What do you feel is the most important thing you've gained personally from participating in the Institute?

If your view of yourself, either as a leader or an agent of change, has changed since the start of the Institute, could you briefly describe what kind of process you went through as these views of yourself changed.

Did any specific session bring some of those ideas out for you?

In what specific ways do you think that these changes in your views will affect what you do on your campus or in your community in the future?

If your view of the role of disability in your life has changed over the course of this Institute, in what ways has your view changed?

Briefly describe the process you went through as this view of the role of disability in your life changed.

How do you view yourself in relation to people with disabilities?

If your view of your role as a service provider has changed in anyway since the start of the Institute, in what ways has your view changed?

Did any aspect of the Institute in particular, any process, bring that change about?

Have any of your experiences at the Institute helped develop or further a sense of alliance between the two of you [team members]? If so, briefly describe the process you went through to become allies.

When you visualize working back at your home campus with your partner, could you describe that vision a little bit ? How do you envision working together?

What could we do in terms of follow-up technical assistance to further develop your sense of team alliance after you return to your home campus? In terms of helping to implement your campus action plan, how can PROJECT LEEDS best provide you assistance, information or resources about either team alliance or implementing your campus action plan?

PROJECT LEEDS CAMPUS ACTION PLAN PROGRESS REPORT

Team Members (please type or print)

College/University

The Team Goal

Action Taken

Problems Faced

Next Steps

What aspects, if any, of the Institute curriculum and or technical assistance from PROJECT LEEDS staff have been particularly helpful?

What additional information or technical assistance can PROJECT LEEDS provide to help in achieving this goal? When would it be beneficial to receive such assistance?

103

Name__________________________________

PROJECT LEEDS
Retrospective Survey for 1994 Institute on Disability and Leadership Participants

Over the course of the last two years, Project LEEDS has continually worked to develop our evaluation process. Now that funding for Project LEEDS is coming to a close, we are attempting to evaluate the overall work and outcomes of the project.

The 1995 participants had the opportunity to share their thoughts about disability and leadership before they attended the Institute. Unfortunately, you were not asked these same questions. For comparison purposes, please complete Section 1 of this survey, which gives you the opportunity to reflect on the past.

We are also interested in your current perceptions about disability and leadership. In Section 2 of this survey, we have provided you with a chance to share your present thoughts on these subjects.

We appreciate your completing this survey--your answers are important, and will help us to understand the impact of the last two years. Please carefully read and answer the following questions. (Feel free to use the back of the sheet if you need additional space). **Your responses to these questions will be kept confidential. Please return completed surveys to Project LEEDS by no later than December 8, 1995.**

SECTION I

Remembering your mindset before the Institute may be difficult, and we ask that if you honestly do not remember, leave the question blank. **We will take a blank response to a question to mean that you do not remember how you felt before attending the Institute.**

1. Please circle the appropriate number to indicate how you viewed yourself as a leader before attending the 1994 Institute on Disability and Leadership:

Not a leader at all						A very strong leader
1	2	3	4	5	6	7

2. Please circle the appropriate number to indicate how you felt about your *potential* to be a leader before your involvement with Project LEEDS:

No potential						Strong potential
1	2	3	4	5	6	7

3. Indicate what kinds of organizational activities you had done before August of 1994. Check all that apply.

☐ Participated in a campus organization or committee.
☐ Served as a staff liaison/support person for a campus organization or committee.
☐ Served as an officer in a campus organization.
☐ Served as an elected student government officer.
☐ Led or participated in an initiative/campaign to effect change on campus.
☐ Served in and/or led organizations off-campus.
☐ Other ____

4. Please circle the appropriate number to indicate how you viewed yourself as an agent of change before participating in Project LEEDS:

Not an agent of change at all						A very strong agent of change
1	2	3	4	5	6	7

5. Please circle the appropriate number to indicate how you felt about your *potential* to be an agent of change before attending the Institute:

No potential						Strong potential
1	2	3	4	5	6	7

6. What did leadership mean to you before you became a Project LEEDS participant? What did you think leaders do?

7. What role did disability play in your life before your participation in Project LEEDS? Please answer the appropriate item below.

If you have a disability, did you see yourself as having anything in common with other people with disabilities? If so, what?

If you don't have a disability, what was your relationship with students with disabilities?

8. a) Thinking back to before the Institute, to what extent did you believe that you would be personally responsible for carrying out the work for your campus action plan? (Please circle the appropriate number)

Not responsible						Completely responsible
1	2	3	4	5	6	7

b) To what extent did you believe that your other team member would be personally responsible for carrying out the work for your campus action plan? (Please circle the appropriate number)

Not responsible						Completely responsible
1	2	3	4	5	6	7

9. a) What kind of information/skills did you expect to be provided with at the Institute?

b) What kinds of personal/team/group experiences and insights did you hope to gain at the Institute?

10. Before attending the Institute in August of 1994, how often did you use e-mail?
[ ] Daily
[ ] Weekly
[ ] Monthly
[ ] Less than once per month
[ ] Never

11. Before attending the Institute in August of 1994, how often did you use other Internet tools (e.g., World Wide Web, Gopher, ftp, etc.)?
[ ] Daily
[ ] Weekly
[ ] Monthly
[ ] Less than once per month
[ ] Never

SECTION 2

Based on your experiences at the Institute and back on your home campus, please answer the following questions.

1. Please circle the appropriate number to indicate your view of yourself as a leader now:

Not a leader at all						A very strong leader
1	2	3	4	5	6	7

2. Please circle the appropriate number to indicate how you feel about your *potential* to be a leader now:

No potential						Strong potential
1	2	3	4	5	6	7

3. Please indicate what kinds of organizational activities you have done since August of 1994. Check all that apply.
☐ Participated in a campus organization or committee.
☐ Served as a staff liaison/support person for a campus organization or committee.
☐ Served as an officer in a campus organization.
☐ Served as an elected student government officer.
☐ Led or participated in an initiative/campaign to effect change on campus.
☐ Served in and/or led organizations off-campus.
☐ Other ____

4. Please circle the appropriate number to indicate your view of yourself as an agent of change today:

Not an agent of change at all						A very strong agent of change
1	2	3	4	5	6	7

5. Please circle the appropriate number to indicate how you feel about your present *potential* to be an agent of change:

No potential						Strong potential
1	2	3	4	5	6	7

6. a) For as long as your team was/has been together, to what extent do you believe that you were/have been personally responsible for carrying out the work for your campus action plan? (Please circle the appropriate number)

Not responsible						Completely responsible
1	2	3	4	5	6	7

b) To what extent do you believe that your other team member was/has been personally responsible for carrying out the work for your campus action plan? (Please circle the appropriate number)

Not responsible						Completely responsible
1	2	3	4	5	6	7

7. Are you still working with the same team member?
[ ] Yes
[ ] No

8. If you answered "No" to the previous question, which of the following apply:
[ ] Student has graduated
[ ] Staff is no longer in position or job responsibilities have changed
[ ] Student is no longer actively working on LEEDS activities
[ ] Staff is no longer actively working on LEEDS activities
[ ] Neither of the original team members work on LEEDS activities
[ ] Other________________________________

9. Please indicate who is involved in planning and carrying out LEEDS related activities? For example, is it just you and your original team member? Is it one team member and a group of others? Have LEEDS related activities been assumed as a function of your college or university?

10. What insights about disability and leadership did you gain from your participation in Project LEEDS?

11. To what extent did your team accomplish what your Campus Action Plan set forth? (Please circle the appropriate number)

Not at all						To a great extent
1	2	3	4	5	6	7

12. Please describe any developments on your campus not set forth in your original Campus Action Plan, that stem from your involvement with Project LEEDS.

13. a) What kind of information/skills were not provided at the Institute that you wish had been?

b) What kinds of personal/team/group experiences and insights were missing at the Institute?

14. How often do you use e-mail?
[ ] Daily
[ ] Weekly
[ ] Monthly
[ ] Less than once per month
[ ] Never

15. How often do you use other Internet tools (e.g., World Wide Web, Gopher, ftp, etc.)?
[ ] Daily
[ ] Weekly
[ ] Monthly
[ ] Less than once per month
[ ] Never

16. Is there anything else you would like to tell us about the impact that Project LEEDS has had on you?

Thank you for taking the time to complete this survey. Please do not hesitate to contact us if you have any questions. Again, we would appreciate your returning this survey to us by no later than December 8.

Project LEEDS, Disability Services
12 Johnston Hall, 101 Pleasant Street SE
Minneapolis, MN 55455
(612) 625-1885 (Voice)
(612) 624-1883 (Voice/TTY)
(612) 625-5572 (FAX)
leeds@disserv.stu.umn.edu

Name____________________________

PROJECT LEEDS

1995 Institute On Disability And Leadership

Participant Pre-Institute Survey

This survey is an important part of our evaluation of the Institute on Disability and Leadership. We appreciate your responding to this survey--your answers are important! Please carefully answer the following questions, as soon as possible after you arrive to register for the Institute. Your answers to these questions will be kept confidential. **Please complete the survey as soon as you can, as they will be collected this evening at the reception (or at the first session in the morning at the latest).** Thank you!

1. Please circle the appropriate number below to indicate your view of yourself as a leader:

Not a leader at all						A very strong leader
1	2	3	4	5	6	7

2. Please circle the appropriate number below to indicate how you feel about your *potential* to be a leader:

No potential						Strong potential
1	2	3	4	5	6	7

3. Please indicate below what kinds of organizational activities you have done. Please check all that apply.

☐ Participated in a campus organization or committee.
☐ Served as a staff liaison/support person for a campus organization or committee.
☐ Served as an officer in a campus organization.
☐ Served as an elected student government officer.
☐ Led or participated in an initiative/campaign to effect change on campus.
☐ Served in and/or led organizations off-campus.
☐ Other ____

4. Please circle the appropriate number below to indicate your view of yourself as an agent of change:

Not an agent of change at all						A very strong agent of change
1	2	3	4	5	6	7

5. Please circle the appropriate number below to indicate how you feel about your *potential* to be an agent of change:

No potential						Strong potential
1	2	3	4	5	6	7

6. What is leadership to you? What do leaders do?

7. What role does disability play in your life? Answer the appropriate item for you, below.

If you have a disability, do you see yourself as having anything in common with other people with disabilities? If so, what?

If you don't have a disability, what is your relationship with students with disabilities?

8. Briefly describe how you view your relationship with your other team member. Also, have you ever worked collaboratively on a project before?

9. To what extent do you believe that you will be personally responsible for carrying out the work for your campus action plan? (Please circle the appropriate number below)

Not responsible						Completely responsible
1	2	3	4	5	6	7

10. To what extent do you believe that your other team member will be personally responsible for carrying out the work for your campus action plan? (Please circle the appropriate number below)

Not responsible						Completely responsible
1	2	3	4	5	6	7

11. How well do you know each other? (Circle appropriate number below)

Not at all						Very well
1	2	3	4	5	6	7

12. **(a)** What kind of information/skills do you expect/hope to be provided with at this Institute? **(b)** What kinds of personal/team/group experiences and insights do you hope to gain at the Institute?

13. How often do you use computers?

a. Daily
b. Weekly
c. Monthly
d. Less than once per month
e. Never

14. How often do you use e-mail?

a. Daily
b. Weekly
c. Monthly
d. Less than once per month
e. Never

15. How often do you use other Internet tools (e.g., World Wide Web, Gopher, ftp, etc.)?

a. Daily
b. Weekly
c. Monthly
d. Less than once per month
e. Never

Comments

Most of the items in this questionnaire do not offer space for your comments, so please use the remainder of the space on this page (and on the back of this page if necessary) to expand on any of the questions in this survey. For example, you may want to explain the balance of responsibility that you and your partner will have for implementing your campus action plan. Or, you may want to indicate access issues bearing on your use of computers or Internet, such as having a computer available to you, or not having the adaptive equipment you need.

Name______________________________

PROJECT LEEDS

1995 Institute On Disability And Leadership
Post-Institute Survey

1. Please circle the appropriate number below to indicate your view of yourself as a leader:

Not a leader at all						A very strong leader
1	2	3	4	5	6	7

2. Please circle the appropriate number below to indicate how you feel about your *potential* to be a leader:

No potential						Strong potential
1	2	3	4	5	6	7

3. Please circle the appropriate number below to indicate your view of yourself as an agent of change:

Not an agent of change at all						A very strong agent of change
1	2	3	4	5	6	7

4. Please circle the appropriate number below to indicate how you feel about your *potential* to be an agent of change:

No potential						Strong potential
1	2	3	4	5	6	7

5. To what extent do you believe that you will be personally responsible for carrying out the work for your campus action plan? (Please circle the appropriate number below)

Not responsible						Completely responsible
1	2	3	4	5	6	7

6. To what extent do you believe that your other team member will be personally responsible for carrying out the work for your campus action plan? (Please circle the appropriate number below)

Not responsible						Completely responsible
1	2	3	4	5	6	7

7. How well do you know each other? (Circle appropriate number below)

Not at all						Very well
1	2	3	4	5	6	7

8. How often do you use computers?

a. Daily
b. Weekly
c. Monthly
d. Less than once per month
e. Never

9. How often do you use e-mail?

a. Daily
b. Weekly
c. Monthly
d. Less than once per month
e. Never

10. How often do you use other Internet tools (e.g., World Wide Web, Gopher, ftp, etc.)?

a. Daily
b. Weekly
c. Monthly
d. Less than once per month
e. Never

Focus Group Comments:

Use the space below to share ideas, thoughts, or concerns that you did not share during the focus group.

Name________________________________

PROJECT LEEDS
Follow-Up Survey for 1995 Institute on Disability and Leadership Participants

Over the course of the last two years, Project LEEDS has continually worked to develop our evaluation process. Now that funding for Project LEEDS is coming to a close, we are attempting to evaluate the overall work and outcomes of the project.

We greatly appreciate the feedback you provided us at the Institute last June. You and your team member have been implementing your Campus Action Plans at your home institutions for the past six months, and now we are interested in hearing your current perceptions on disability and leadership. This survey provides you with an opportunity to share your thoughts on these subjects.

We appreciate your completing this survey--your answers are important, and will help us to understand the impact of Project LEEDS. Please carefully read and answer the following questions. (Feel free to use the back of the sheet if you need additional space). **Your responses to these questions will be kept confidential. Please return completed surveys to Project LEEDS by no later than January 31, 1996.**

Based on your experiences back on your home campus for the last 6 months, please answer the following questions.

1. Please circle the appropriate number to indicate your view of yourself as a leader now:

Not a leader at all						A very strong leader
1	2	3	4	5	6	7

2. Please circle the appropriate number to indicate how you feel about your *potential* to be a leader now:

No potential						Strong potential
1	2	3	4	5	6	7

3. Please indicate what kinds of organizational activities you have done since June of 1995. Check all that apply.
☐ Participated in a campus organization or committee.
☐ Served as a staff liaison/support person for a campus organization or committee.
☐ Served as an officer in a campus organization.
☐ Served as an elected student government officer.
☐ Led or participated in an initiative/campaign to effect change on campus.
☐ Served in and/or led organizations off-campus.
☐ Other ____

4. Please circle the appropriate number to indicate your view of yourself as an agent of change today:

Not an agent of change at all						A very strong agent of change
1	2	3	4	5	6	7

5. Please circle the appropriate number to indicate how you feel about your present *potential* to be an agent of change:

No potential						Strong potential
1	2	3	4	5	6	7

6. a) For as long as your team was/has been together, to what extent do you believe that you were/have been personally responsible for carrying out the work for your campus action plan? (Please circle the appropriate number)

Not responsible						Completely responsible
1	2	3	4	5	6	7

b) To what extent do you believe that your other team member was/has been personally responsible for carrying out the work for your campus action plan? (Please circle the appropriate number)

Not responsible						Completely responsible
1	2	3	4	5	6	7

7. Are you still working with the same team member?
[ ] Yes
[ ] No

8. If you answered "No" to the previous question, which of the following apply:
[ ] Student has graduated
[ ] Staff is no longer in position or job responsibilities have changed
[ ] Student is no longer actively working on LEEDS activities
[ ] Staff is no longer actively working on LEEDS activities
[ ] Neither of the original team members work on LEEDS activities
[ ] Other____________________________________

9. Please indicate who is involved in planning and carrying out LEEDS related activities? For example, is it just you and your original team member? Is it one team member and a group of others? Have LEEDS related activities been assumed as a function of your college or university?

10. What insights about disability and leadership did you gain from your participation in Project LEEDS?

11. To what extent has your team accomplished what your Campus Action Plan set forth? (Please circle the appropriate number)

Not at all						To a great extent
1	2	3	4	5	6	7

12. Please describe any developments on your campus not set forth in your original Campus Action Plan, that stem from your involvement with Project LEEDS.

13. a) What kind of information/skills were not provided at the Institute that you wish had been?

b) What kinds of personal/team/group experiences and insights were missing at the Institute?

14. How often do you use e-mail?
[ ] Daily
[ ] Weekly
[ ] Monthly
[ ] Less than once per month
[ ] Never

15. How often do you use other Internet tools (e.g., World Wide Web, Gopher, ftp, etc.)?
[ ] Daily
[ ] Weekly
[ ] Monthly
[ ] Less than once per month
[ ] Never

16. Is there anything else you would like to tell us about the impact that Project LEEDS has had on you?

Thank you for taking the time to complete this survey. Please do not hesitate to contact us if you have any questions. Again, we would appreciate your returning this survey to us by no later than January 31st.

Project LEEDS, Disability Services
12 Johnston Hall, 101 Pleasant Street SE
Minneapolis, MN 55455
(612) 625-1885 (Voice)
(612) 624-1883 (Voice/TTY)
(612) 625-5572 (FAX)
leeds@disserv.stu.umn.edu

PROJECT LEEDS

INSTITUTE ON DISABILITY AND LEADERSHIP

PRE-INSTITUTE NEEDS ASSESSMENT

Background

The most important product of your Institute experience is the campus action plan you and your teammate(s) prepare. It's important that your plan be based on the best possible information obtainable about your institution. It's also important that you identify, access and summarize information you will need to prepare a useful campus action plan before you come to the Institute.

Assignment

Please prepare an Institutional Context Summary and bring it with you to the Institute. You will use this to clarify the purpose of your plan and action details. The context summary is your set of working notes about your campus; information critical to the success of your campus action plan.

We've outlined categories of information you may want to include in your description. Feel free to add or delete categories.

Work with your team member(s) to organize and carry out this assignment. Sources of information will include documents and people (for example, individuals in leadership roles or key informants—individuals who are considered especially knowledgeable about something).

The format and length of the context description is up to you. What's most important is that the format and information be useful to your team.

Suggested Content Areas

I. Campus Profile

Environmental Attributes

- Physical Environment: Geographic location, significant weather conditions, nature of community in which campus is located and any significant impact this has on institution.

- Campus/Building Access: Any campus characteristics that affect getting to and around campus buildings and grounds.

- Technological/support services: Services, policies, and/or equipment that addresses program access for people with disabilities (e.g., document conversion, classroom policies for people with learning disabilities, sign language interpreters, assistive listening equipment, readers, etc.).

Demographics (ethnicity, gender, age, graduation rates, retention rates, number of people with disabilities, types of disabilities, etc.)

- undergraduate students
- graduate students
- faculty
- staff (academic/nonacademic)
- administrators

Demographic Issues: List and discuss any issues your campus is dealing with which are in some way related to the unique demographic characteristics of your institution.

Campus Policies and Current Policy Issues: List and discuss current campus policies and related issues on topics which may be relevant to your campus action plan.

Campus Programs and Current Program Issues: List/discuss campus programs potentially relevant to your action plan (for example: campus events to raise awareness about the experiences of members of diverse groups; courses or programs devoted to disability)

II. Existing Institutional Research: List recent studies or assessments which have been conducted by your institution. These may include analyses of retention or academic issues for various student population groups, issues in faculty and staff hiring and retention, etc. Find out what has been done and what's available. Review and list those studies/reports which you feel are relevant to your team's work. The following table could be used to organize your findings:

Study Table	Report Date	Focus of Study	Relevant Findings

III. People and Groups–The Network

Key actors and groups are those individuals and formal or informal groups that are important to know about and work with if you want to get something done. They may be important as an information source or as a key force (or barrier) in accomplishing a goal. Based on what you know about your campus, as well as interviews with people who are influential on campus, list the names, phone numbers and identifying information about people and groups that can help (or hinder) your campus action plan. In addition, if there are community resources or contacts that could be helpful in implementing your campus action plan, please list those. If it helps, use the following table to organize your information.

Key Actors/ Groups (For groups, list name of group and name of person or persons who are key contacts for that group)	**Phone Number and Address**	**Importance** Why this individual or group is important	**Potential Contribution to Project**

IV. Material Resources

Every campus and community has different kinds of resources that can be brought to bear on projects such as your campus action plan. Please identify potential material resources and how to access them. Examples of these resources may include: small grants for educational events; office space in which to work and meet; free/educed-cost photocopying or computer access; or free/reduced-cost mailing or publicity of any kind.

V. Other Areas

Name_____________________________

PROJECT LEEDS

Upper Midwest Invitational Conference on Disability and Leadership
Pre-Conference Participant Survey

This survey is an important part of our evaluation of this Conference on Disability and Leadership. We appreciate your responding to this survey--your answers are important! Please carefully answer the following questions, as soon as possible after you arrive to register for the Conference. Your answers to these questions will be kept confidential. Thank you!

1. Please circle the appropriate number below to indicate your view of yourself as a leader:

Not a leader at all						A very strong leader
1	2	3	4	5	6	7

2. Please circle the appropriate number below to indicate how you feel about your *potential* to be a leader:

No potential						Strong potential
1	2	3	4	5	6	7

3. Please indicate below what kinds of organizational activities you have done.
Please check all that apply.

☐ Participated in a campus organization or committee.
☐ Served as a staff liaison/support person for a campus organization or committee.
☐ Served as an officer in a campus organization.
☐ Served as an elected student government officer.
☐ Led or participated in an initiative/campaign to effect change on campus.
☐ Served in and/or led organizations off-campus.
☐ Other ____

4. Please circle the appropriate number below to indicate your view of yourself as an agent of change:

Not an agent of change at all						A very strong agent of change
1	2	3	4	5	6	7

5. Please circle the appropriate number below to indicate how you feel about your *potential* to be an agent of change:

No potential						Strong potential
1	2	3	4	5	6	7

6. What is leadership to you? What do leaders do?

7. What role does disability play in your life? Answer the appropriate item for you, below.

If you have a disability, do you see yourself as having anything in common with other people with disabilities? If so, what?

If you don't have a disability, what is your relationship with students with disabilities?

8. Briefly describe how you view your relationship with your other team members. Also, have you ever worked collaboratively on a project before?

9. To what extent do you believe that you will be personally responsible for carrying out the work for your campus action plan? (Please circle the appropriate number below)

Not responsible						Completely responsible
1	2	3	4	5	6	7

10. To what extent do you believe that your other team members will be personally responsible for carrying out the work for your campus action plan? (Please circle the appropriate number below)

Not responsible						Completely responsible
1	2	3	4	5	6	7

11. How well do you know each other? (Circle appropriate number below)

Not at all						Very well
1	2	3	4	5	6	7

12. **(a)** What kind of information/skills do you expect/hope to be provided with at this Institute? **(b)** What kinds of personal/team/group experiences and insights do you hope to gain at the Institute?

Comments

Most of the items in this questionnaire do not offer space for your comments, so please use the space on this page to expand on any of the questions in this survey. For example, you may want to explain the balance of responsibility that you and your partner will have for implementing your campus action plan.

Name______________________________

PROJECT LEEDS

Upper Midwest Invitational Conference on Disability and Leadership

Post-Conference Participant Survey

This survey is an important part of our evaluation of this Conference on Disability and Leadership. We appreciate your responding to this survey--your answers are important! Please carefully answer the following questions before you leave the Conference. Your answers to these questions will be kept confidential. Thank you!

1. Please circle the appropriate number below to indicate your view of yourself as a leader:

Not a leader at all						A very strong leader
1	2	3	4	5	6	7

2. Please circle the appropriate number below to indicate how you feel about your *potential* to be a leader:

No potential						Strong potential
1	2	3	4	5	6	7

3. Please circle the appropriate number below to indicate your view of yourself as an agent of change:

Not an agent of change at all						A very strong agent of change
1	2	3	4	5	6	7

4. Please circle the appropriate number below to indicate how you feel about your *potential* to be an agent of change:

No potential						Strong potential
1	2	3	4	5	6	7

5. To what extent do you believe that you will be personally responsible for carrying out the work for your campus action plan? (Please circle the appropriate number below)

Not responsible						Completely responsible
1	2	3	4	5	6	7

6. To what extent do you believe that your other team members will be personally responsible for carrying out the work for your campus action plan? (Please circle the appropriate number below)

Not responsible						Completely responsible
1	2	3	4	5	6	7

7. How well do you know each other? (Circle appropriate number below)

Not at all						Very well
1	2	3	4	5	6	7

If you have any comments that you'd like to make about your answers to any of these questions, feel free to make them here.

October 19 and 20, 1995

Name____________________

PROJECT LEEDS

Upper Midwest Invitational Conference on Disability and Leadership

Evaluation

Curriculum

We need your assessment of the Conference activities to assist us in the development of a national curriculum. Please rate each activity listed below for its usefulness to our curriculum by circling the appropriate number.

"Keynote Presentation"
Linda Wolford

Not useful				somewhat useful				very useful
1	2	3	4	5	6	7	8	9

"Igniting the Power in Disability"
Gene Chelberg

Not useful				somewhat useful				very useful
1	2	3	4	5	6	7	8	9

For the next item, please rate only the "Synergy" session you attended.

"Exploring the Synergy of Alliance"
Deb Glennen with Staff

Not useful				somewhat useful				very useful
1	2	3	4	5	6	7	8	9

"Exploring the Synergy of Alliance"
Gene Chelberg with Students

Not useful				somewhat useful				very useful
1	2	3	4	5	6	7	8	9

"Moving Toward Action"
Gene Chelberg

Not useful				somewhat useful				very useful
1	2	3	4	5	6	7	8	9

Video: "When Billy Broke His Head...And Other Tales of Wonder"

Not useful				somewhat useful				very useful
1	2	3	4	5	6	7	8	9

"Navigating the Spaces of Power"
Paula Ahles and Gene Chelberg

Not useful				somewhat useful				very useful
1	2	3	4	5	6	7	8	9

"Campus Action Plans"

Not useful				somewhat useful				very useful
1	2	3	4	5	6	7	8	9

"Networking" (Internet)
Barbara Robertson

Not useful				somewhat useful				very useful
1	2	3	4	5	6	7	8	9

Wrap-Up
Participants and Project LEEDS Staff

Not useful				somewhat useful				very useful
1	2	3	4	5	6	7	8	9

If you rated any of the activities high (8 or 9) or low (1 or 2), please describe briefly the reasons why that session was particularly useful or not useful. [Use back of sheet if more space needed.]

Facilities

Institute Facilities:

Lodging:

Meals:

Disability Accommodations:

B. Advisory Board Roster and Meeting Agendas

PROJECT LEEDS Advisory Board

Board Member	Title/Organization
Linda Alberg	Associate Dean of Students Augsburg College
Betty Aune	Assistant Director Disability Services University of Minnesota
Michele Berndt	Transition Coordinator Metropolitan Center for Independent Living
Wendy Brower	Training Coordinator Disability Services University of Minnesota
Terry Collins	Professor General College University of Minnesota
Jaki Cottingham-Zierdt	Director Health Sciences Minority Program University of Minnesota
Carol J. Gill	Director Psychological Research Chicago Institute of Disability Research
Sue Kroeger	Director Disability Services University of Minnesota
Charlie Lakin	Director Center on Community Living Institute on Community Integration

PROJECT LEEDS Advisory Board - Page 2

Board Member	**Title/Organization**
Paul K. Longmore	Assistant Professor Department of History San Francisco State University
Josef A. Mestenhauser	Professor Educational Policy & Administration Coordinator, International Education
Juan Moreno	Director Student Diversity Institute University of Minnesota
June Nobbe	Director Student Activities University of Minnesota
Rachel Parker	Coordinator Project PRIDE PACER Center
Cathy Polanski	Innovative Training Director Family Services, Inc.
Joy Mincey Powell	Student University of Minnesota
Marj Schneider	Adjunct Faculty St. Cloud State University Metropolitan State University
Eric Sime	Director, Access Services Anoka-Ramsey Community College
John Smith	Project Coordinator, Institute on Community Integration University of Minnesota
Lisa Sponholz	Student University of Minnesota

UNIVERSITY OF MINNESOTA

Disability Services

PROJECT LEEDS ADVISORY BOARD MEETING

February 17, 1994
2:30 - 4:30 PM

I. **Welcome and Introductions**
Betty Aune, Project Director

II. **Establishment of Group Norms**
Gene Chelberg, Project Coordinator

III. **Project Overview**
Gene Chelberg, Project Coordinator

IV. **Role of Advisory Board**
Gene Chelberg, Project Coordinator

V. **Curriculum Focus**
Barbara Robertson, Project Research Assistant

VI. **Application Criteria and Process**
Masarah VanEyck, Project Administrative Fellow

VII. **Feedback/Schedule Future Meetings**
Gene Chelberg, Project Coordinator

UNIVERSITY OF MINNESOTA

Disability Services

PROJECT LEEDS ADVISORY BOARD MEETING

April 28, 1994
2:30 - 4:30 PM

I. **Welcome and Introductions**
Betty Aune, Project Director

II. **Review of Group Expectations**
Gene Chelberg, Project Coordinator

III. **Results of Disabled and Proud Follow-Up**
Barbara Robertson, Project Research Assistant

IV. **Curriculum Development Update**
Masarah VanEyck, Project Administrative Fellow

V. **Review of Applications and Participant Selection**
Gene Chelberg, Project Coordinator

VI. **Feedback/Schedule Future Meetings**
Gene Chelberg, Project Coordinator

UNIVERSITY
OF MINNESOTA

Disability Services

PROJECT LEEDS
ADVISORY BOARD MEETING

June 30, 1994
2:30 - 3:30 PM

I. **Welcome and Introductions**
Betty Aune, Project Director

II. **Review of Group Expectations**
Gene Chelberg, Project Coordinator

III. **Participant Update**
Masarah VanEyck, Project Administrative Fellow

IV. **Review of Curriculum**
Gene Chelberg, Project Coordinator

V. **Regional Conferences**
Gene Chelberg, Project Coordinator

VI. **Feedback/Schedule Future Meetings**
Gene Chelberg, Project Coordinator

UNIVERSITY OF MINNESOTA

Disability Services

PROJECT LEEDS ADVISORY BOARD MEETING

November 16, 1994
2:00 - 4:00 PM

I. **Welcome**
   Introductions
   Review of Group Expectations
   Report on Project Directors' Meeting
   Betty Aune, Project Director
   Gene Chelberg, Project Coordinator

II. **Review of Institute on Disability and Leadership**
   Gene Chelberg, Project Coordinator
   Barbara Robertson, Project Research Assistant

III. **Summary of Campus Action Plans**
   Stephanie Agresta, Administrative Fellow

IV. **Review of Application Process**
   Gene Chelberg, Project Coordinator

V. **Report on Site Visits/Technical Assistance**
   Gene Chelberg, Project Coordinator
   Barbara Robertson, Project Research Assistant

VI. **Time Line for the Year and Scheduling of Next Meeting**
   Gene Chelberg, Project Coordinator

UNIVERSITY
OF MINNESOTA

Disability Services

PROJECT LEEDS
ADVISORY BOARD MEETING

March 30, 1995
2:00 - 4:00 PM

I. **Welcome/Introductions**
Review of Group Expectations
Gene Chelberg, Project Coordinator

II. **Review of Applications and Participant Selection**
Gene Chelberg, Project Coordinator

III. **Feedback/Schedule Future Meetings**
Gene Chelberg, Project Coordinator

C. Publications

- Agresta, S., Aune, B., Chelberg, G. (1995, Summer). Empowerment through leadership education. Impact, 8(3), 22-23
- Robertson, B.(1994). Leadership education: A review. University of Minnesota.
- Robertson, B. (1994). Disability culture, community, and pride. University of Minnesota. Manuscript submitted for publication.
- Robertson, B. (1995). Annotated bibliography. University of Minnesota.
- Table of Contents and Curriculum Description of *Igniting the Power in Disability: A Leadership Curriculum*
- Press Release Announcing Applications for Participation in Project LEEDS
- Articles Announcing the Institute:
  - Alert, Newsletter of AHEAD, Vol. 17, No. 2.
  - Disability Dispatch -- Spring 94
  - Brief -- January 26, 1994
  - MN Daily -- February 1, 1994
  - Brief -- March 9, 1994
  - Community -- April/May 94
  - Latest Developments (SIG) -- Fall 94
  - U of MN Press Release 1995
  - Student Leader -- January 95
  - National On-Campus Report -- January 2, 1995
  - The Disability Rag and ReSource -- Jan/Feb 95
  - NASPA Forum -- February 95
  - Disability Dispatch -- Spring 95
  - Community -- June 95
- Project LEEDS Brochure/Applications (1994 & 1995)

IMPACT

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AND HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA

Feature Issue on Leadership by Persons with Disabilities **Volume 8 (3) Summer 1995**

Empowerment Through Leadership Education

by Stephanie Agresta, Betty Aune, and Gene Chelberg

Despite legislation providing full access to higher education for individuals with disabilities, few efforts have been made to prepare youth and young adults with disabilities to function effectively in leadership roles. The University of Minnesota's Project LEEDS (Leadership Education to Empower Disabled Students) is currently in its second year of working to change this state of affairs by developing leadership potential and opportunities for students with disabilities in American colleges and universities.

Traditionally, disability has been viewed as a deficit that resides within the individual. The solution to disability-related problems, in that model, is to "fix" the individual. As a result, students with disabilities have generally been thought of as *recipients* of services, not as *providers* of services or as *leaders*. A new paradigm of disability views disability as a difference. Disability-related problems in this paradigm do not reside within the individual, but rather occur when the person interacts with society. In this view, society needs fixing, not the individual (Gill 1987, 1992; Hahn 1985). The environment must be adapted to accommodate a wide range of differences in our society. Viewing disability from this perspective, it is natural to think of persons with disabilities as potential leaders, ideally suited to guide the way in making our environment accessible to all.

> ...it is natural to think of persons with disabilities as potential leaders, ideally suited to guide the way in making our environment accessible to all individuals.

Project LEEDS is uniquely positioned to fill a gap in leadership education, a field that has not developed approaches uniquely designed for students with disabilities. The project's theoretical model of leadership is a synthesis of competing theories of leadership, with the important additional perspective of disability culture. Students are empowered to envision themselves as leaders and as members of alliances between students and staff with and without disabilities. Further, students gain multiple perspectives on organizations and working within complex systems.

Last August at the University of Minnesota, Project LEEDS hosted the first National Institute on Disability and Leadership. Sixteen student/staff teams from colleges and universities around the nation gathered to explore issues of leadership and identity formation, the nature of power and disability, tools for community building, organizational theory, and the synergy of alliance. One tangible result of the Institute was each team's development of a campus action plan to improve the campus climate for students with disabilities at their home schools. While working to improve the campus climate, Project LEEDS participants have had the opportunity to put leadership skills and theory into practice. The knowledge gained and skills developed through this work will not only make lasting changes in the environments in which the participants live and study, but more importantly, will create a cadre of leaders with disabilities to meet the challenges and opportunities of full societal integration of people with disabilities.

Currently, 1994 institute participants are implementing their campus action plans at their colleges/universities. Incorporating ideas on leadership and disability identity, students and student affairs professionals have undertaken a variety of activities on campuses across the nation. At the University of Texas-Austin, for example, the LEEDS team has developed and implemented a test-taking accommodation policy, as well as sponsored a campus-wide discussion series focusing on combating attitudinal barriers faced by students with disabilities. In Cincinnati, Ohio, at Xavier University, the student/staff team worked with campus stakeholders to negotiate a $20,000 renovation project to establish a centrally located campus office strictly for the Learning Assistance Program. Additionally, team members have worked with students with disabilities on campus to initiate a peer tutor training program. At Sonoma State University in California, team members have created the Disabled Student Organization for their university, as well as consulted with faculty and students in establishing a Disability Studies minor in the curriculum.

> Students are empowered to envision themselves as leaders and as members of alliances between students and staff with and without disabilities.

The LEEDS model promotes the collaboration of students and staff as change agents at their home institutions, and uses this alliance to maximize the personal and professional resources of participants. Professional staff have a unique role to play in effecting institutional change. As leaders themselves, student affairs professionals provide expertise on campus environments and power structures, while also serving as role models and partners to achieve the goals established by each team. Students gain the opportunity to build their leadership skills while also working with campus allies to improve campus life for students with disabilities.

The work of Project LEEDS staff and participants continues. The second National Institute on Disability and Leadership was held in Minneapolis, June 21-27, 1995. Fourteen student/staff teams representing colleges and universities across the U.S. and Canada participated; they have now returned to their home campuses energized and prepared to implement campus action plans. With technical assistance from project staff, last year's participants have begun planning three regional conferences on disability and leadership hosted by Darton College (Albany, Georgia), Moorhead State University (Moorhead, Minnesota), and San Francisco State University to be held in late summer and early fall of 1995. LEEDS staff will also conduct a pre-conference workshop at the AHEAD National Conference, San Jose, California in July, 1995; this workshop will be highly interactive and feature components of the Institute on Disability and Leadership Curriculum. Finally, beginning in the fall of 1995, Project LEEDS will make available at cost its *Disability and Leadership Curriculum Manual* for use in training and development.

Stephanie Agresta is a Graduate Assistant, Betty Aune is Project Director, and Gene Chelberg is Project Coordinator with Project LEEDS, University of Minnesota, Minneapolis. For more information on Project LEEDS, contact Betty at (612) 624-6884. The project is funded by the Dwight D. Eisenhower Leadership Development Program.

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The Project LEEDS Experience: Ivana Kirola

A leader is someone who believes in their cause and wants to encourage other people to stand up for their beliefs, in turn becoming leaders themselves. As a participant in Project LEEDS, I developed my understanding of leadership and disability in ways that have helped me to help others become leaders, as well as assisted me in working with others to improve the campus environment for disabled students.

At San Francisco State University (SFSU) where I am currently enrolled as a sophomore, I've had experiences where I've talked to people who want to bring about changes in the university system. They keep mentioning issues while they talk to me, but are not focused. I've found that Project LEEDS helped me to develop the ability to stay focused on one issue rather than the myriad of issues that so often exist for people with disabilities. Project LEEDS, by hosting the 1994 National Institute on Disability and Leadership, also brought me into contact with other leaders at the national level. Most importantly, the project assisted me with answering the number one question on my mind and I think the minds of others: How does one link the goals of the disabled community and the community at large? I learned that there is not one empirical way to go about answering this question, but that there are many ways. The key to leadership in many cases is allowing development.

Leadership, as with anything else, has its own set of challenges. Acting as a mediator to bring people together on issues is often very demanding because everyone has their own set of ideas and values that they feel are important. Another big issue that comes to my mind is time. Currently, I am the president of the Organization of Students With Disabilities (OSD) at SFSU. I also serve as a member of the search committee to find a new director for the disability services program on campus. I try to prioritize things according to their importance.

Another tactic for dealing with time demands is delegating power to other leaders or people who are in the development stage of leadership. I think that there is a common misconception in society of leaders being Ms. or Mr. Know It All. This is not true. Knowing who in the community to approach for specialized knowledge is a key aspect of leadership, and one which is required in order to manage one's time in the best way.

Getting involved in disability issues transformed me from one of the few shy mainstreamed kids in my school district to my leadership role on SFSU campus. In the future, I'd like to take a leadership role of advocating involvement in the local community on disability issues. I'd also like to work on advocating the independent living movement philosophy in the U.S. and other countries.

Ivana Kirola, a sophomore at San Francisco State University, is a 1994 Project LEEDS participant and attended the first National Institute on Disability and Leadership.

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Leadership Education: A Review

Barbara A. Robertson

University of Minnesota

Running head: Leadership

Leadership Education: A Review

While leadership as a social and psychological phenomenon has been studied empirically for nearly a century, attention has only recently been given to leadership education. A glance at the leadership literature before the 1940s suggests one reason why this is so: The emphasis in this research was on leadership "traits", reflecting the belief that leaders are born, not made. The cultural assumptions directing this research were that leaders were superior individuals who possessed leadership abilities due to inheritance or exposure to challenging social experiences (Stogdill, 1981, p. 73). Leadership education as an applied area of research was not likely to flourish until this paradigm waned.

In his review of 124 studies of leadership traits, Stogdill (1948) found that leaders were characterized by six clusters of traits: capacity, achievement, responsibility, participation, status, and situation. In this framework, *capacity* consists of intelligence, alertness, verbal facility, originality, and judgment. *Achievement* includes scholarship, knowledge, and athletic accomplishments. *Responsibility* encompasses dependability, initiative, persistence, aggressiveness, self-confidence, and desire to excel. *Participation* involves activity, sociability, cooperation, adaptability, and humor. *Status* refers to socio-economic position and popularity. *Situation* includes mental level, status, needs and interests of followers, objectives to be achieved, etc.

In a 1970 follow-up review, Stogdill found that leaders are characterized by a strong drive for responsibility and task completion, "drive" to take social initiative, motivation and facility for problem-solving, self-confidence and sense of personal identity, motivation to accept responsibility for consequences of decisions and actions, high tolerance threshold for frustration and delay, readiness to cope with interpersonal stress, ability to influence other people's behavior, and capacity to structure the social interaction context to meet group goals.

Stogdill's (1948) review was instrumental in weakening the dominance of the trait approach to studying leadership. In his review, Stogdill concluded, "It becomes clear that an adequate analysis of leadership involves not only a study of leaders, but also of situations. The evidence suggests that leadership is a relation that exists between persons in a social situation, and that persons who are leaders in one situation may not necessarily be leaders in other situations."

He suggests that leaders and followers may serve in either role as a function of the situation. However, Stogdill observes that leadership and nonleadership patterns of behavior are persistent and relatively stable. A factor that may be of more importance in assessing the leadership potential of a person is whether she or he is incapable or unwilling to either lead or follow; that is, if she or he is 'indifferent' versus socially engaged. Ultimately, leadership should be viewed as the outcome of both situational and personal factors, and their interactions.

Given the general impracticability of determining the source of personal, highly stable factors involved in leadership, leadership training has understandably focused on factors that are viewed as amenable to development, and assumes (to a significant extent) that "leaders are made". According to this perspective, however, even leadership factors that could be considered to be inherited are generally fostered by training. Consistent with an interactionist view of nature-nurture, the argument is that such factors may be latent until their potential is activated by appropriate development.

Leaders may develop their potential through life experience. For example, people may emulate the behavior of a successful leader (e.g., confidence, or communicating inspirationally) by practicing it in different situations until they are skilled at that behavior themselves. But this is a haphazardous process, depending on the opportunity to learn by chance. Leadership education involves the formalizing of these opportunities that would otherwise be gained by luck alone.

Conger has developed a set of factors he believes should be included in leadership training, based on results from a variety of recent leadership training approaches that he reviews (Conger, 1992). Leadership training that emphasize personal growth became popular in the 1980s. These programs assumed that leaders are people in touch with their personal desires and talents, who will act to fulfill them. So, efforts at leadership training involved getting people to understand their inner abilities and dreams. They used psychological exercises and outdoor-adventure activities to achieve these aims, and to teach participants to take responsibility for their situations. The formulation of a personally meaningful vision is also a task in this type of approach.

Another approach to leadership training is more conceptual in nature. This approach is taught primarily at colleges and universities, and consists of studies of what leaders actually do, with attention given to the contingencies involved in leadership. These programs employ lecture, case studies, limited skill-building and feedback (Conger, 1992).

Bass (1981) reviews a behavioral modeling approach that involves observing (in a film) supervisors dealing with a variety of situations, followed by group discussion of how effectively the supervisors acted. Then, participants role-play the desired behaviors in front of their training group, and receive feedback on their performance. Latham and Saari (1979) found that this type of training resulted in superior job performance evaluations over those of the control group a year later.

Conger (1992) is optimistic that leadership skills can be taught, even in the short period of a week. However, he argues that to be effective, the training must combine the strengths of the various approaches to training that have been employed, such that the training program serves to 1) develop or refine skills that are teachable, 2) improve the conceptual abilities of the participants, 3) tap the personal needs, interests, and self-esteem of the participants because of the relevance of these personal aspects to leaders' motivation to lead and to formulate a vision, and 4) help participants move beyond their interpersonal blocks. Leadership training could formalize the development of skills: Opportunities could be provided during the course of the training to practice a set of leadership skills in "hands-on" sessions. Conceptual abilities are far more complex to teach in leadership workshops, but exercises designed to develop strategic problem-solving skills with examples that concern disability access and awareness in a variety of educational/business/bureaucratic contexts may be of value.

Another aspect of conceptual ability, according to Conger (1992), is to know how to be and act like a leader. Leadership training could develop awareness about this dimension. Training could address the needs, interests, and self-esteem of the participants by helping them clarify the status of each, and link the importance of these to leadership vision and drive. Finally, leadership training could heighten participants' awareness of needs that could impede their efforts to lead; for example, ineffective interpersonal behaviors could compromise a leader's ability to motivate followers. Conger asserts that training that provides opportunities to learn, try out, and receive feedback about their status in these areas could be highly effective.

In addition to the above considerations, the goals of a particular leadership training program need to be taken into account. Leadership education that has as its goal long-term social change must consider societal and organizational aspects that may affect the ability of people receiving leadership training to implement desired changes. For example, student leaders seeking to achieve changes in their institution need to attend to barriers that may interfere with their efforts. In addition to this, institutions that are grappling with the incorporation of diversity need to understand their role in empowering student leaders to effect desired changes in the institution. The nature of the educational institution is important, as college and universities are considered to be a primary environment for the development of future leaders who will seek social change (Lassey and Sashkin, 1983).

An understanding of the power relations within the institution is also important, as it has implications for the potential of an institution to empower its students. Kreisberg (1992) argues that student-teacher relationships are characterized by domination rather than empowerment. Although the focus of his discussion is on primary and secondary educational settings, his arguments still largely apply at the post-secondary level. The types of interactions that take place in college classrooms are often directive, in which teachers have *power over* relationships in the classroom rather than *power with* students. Kreisberg (1992) argues that overcoming the traditionally dominant mode of interaction is crucial in creating an empowering environment for students.

Institutions have their own cultures, which are generally threatened by the prospect of change. When an institutional culture undergoes change, everyday activities, rituals and symbols of the organization can be altered, stripped down, or thrown out altogether, potentially leaving those who work in the institution confused and angry. Reshaping the culture of an institution means different tasks and asking different questions on a daily basis. This kind of deep-seated change can take a long time to make, particularly if the institutional culture is strong (Deal and Kennedy, 1982). An understanding of the nature of these institutional cultures is important in determining the barriers that student leaders may face when their efforts involve those cultures.

Smith (1989) discusses the issues involved with the efforts of educational institutions to grapple with diversity. She finds that the institutions that are most successful in incorporating diversity focus on students' success; coordinate their efforts with community colleges, high schools, and primary schools; allocate energy and resources to creating a nurturant environment; and includes faculty and administrators who provide strong direction. Among the factors she believes are important for organizing for diversity are the missions and values of the institution, the extent to which they educate for diversity, and the diversity among the faculty and staff (Smith, 1989).

Increasingly, institutions are acknowledging the need to address diversity concerns on their campuses, and are committing themselves to greater inclusion. This is promising for student leaders working on diversity issues. The verbal and written commitments of institutions, often backed up by at least one administrator who is charged with implementing relevant policies, can pave the way for cooperation between students and administrators and achieving the changes needed. If there is less than active commitment on the part of the institution, mission statements can at least be used as leverage in fighting for accommodation.

The way that the institution views student activism can reflect and impact not only the achievement of the students' immediate goals, but the development of their leadership development (Chambers and Phelps, 1993). Chambers and Phelps argue that administrators should view student activism as a positive, developmental activity that prepares students for leadership roles, and enriches the students' academic experience. If the institution views activists' activities as chaotic and unacceptable unless it is channeled through approved campus organizations, this could reflect resistance against any change that might influence organizational behavior, suggesting a lack of readiness to accommodate student perspectives and needs.

The movement toward acknowledging diversity on the part of educational institutions invites hope that people will eventually find the campus environment more accessible. But a greater understanding of factors that inhibit full access for members of various groups will need to be developed. For example, Fuertes and Sedlacek (1993) examined barriers to leadership development of Hispanics in higher education. They asserted the need for student affairs professionals to become aware of some of the problems that Hispanic students experience, and to tailor leadership training to acknowledge cultural differences in assertiveness and other behaviors relevant to leadership.

Similar concerns apply to the empowerment of disabled students on college campuses. Awareness of the physical, attitudinal, and other social barriers that interfere with full access for people with disabilities requires that the institution be able to listen to those concerns, and view disabled students as potential agents of change. A successful partnership between administrators and disabled students can not only result in campus access, but in an empowerment of disabled students that transfers to settings outside of academia. This empowerment is particularly crucial in the context of efforts to implement the Americans with Disabilities Act (Bowe, 1992). Disabled leaders will press for enforcement of the act, increasing the likelihood that the next generation of people with disabilities will have fewer barriers to access to fight.

The organizational context where access is sought is socially constructed, and can be influenced by the shared vision of disabled leaders of a fully-inclusive society. Vision is a dynamic quality of leadership that has significant power to effect new thinking and new ideas (Astin and Leland, 1991). In an ideal context, the institution would work with emerging disabled student leaders to articulate a larger vision of Disability rights, culture, community, and pride. Schieve and Schoenheit (1987) discuss how a vision may be realized: by developing the vision, owning it, making it public, developing strategies, and mobilizing people to carry out those strategies.

Vision may be considered a foundational skill that inspires future action (Nanus, 1992). Roueche, Baker, and Rose (1989) argue that "visions are only the seedlings of reality" (p. 289) unless efforts to realize the visions are made in a cooperative rather than a directive manner. Disability culture, and the community it promotes, provide a source of shared vision that can strengthen and contextualize efforts of disabled leaders to gain access. Disability identity can facilitate the expression of a larger vision, and the shared identity within the disability community can provide the cooperative networks needed to carry out that vision.

Conger (1992) lists a set of issues that he asserts are important to successful leadership training. In addition to these, leadership training for disabled people should address issues of cultural identity, to strengthen both the disabled individual and the disability community. As Sue Kroeger asserts, to lead, you have to know who you are. Leadership education for disabled people can help to strengthen self-awareness in ways that will benefit both the participants in the training program itself, and the larger disability community as well.

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Disability Culture, Community, and Pride

University of Minnesota

Barbara A. Robertson

Developed for inclusion in the curriculum for Project L.E.E.D.S.

Leadership Education to Empower Disabled Students

Spring, 1994

To be submitted for publication. Please obtain permission from the author before making copies.

Running head: DISABILITY CULTURE

Disability Culture, Community, and Pride

In the past few decades, people with disabilities have been developing a new group consciousness. This consciousness reflects disabled people's experience of societal oppression, and an emerging disability culture. This culture has the potential to support not only individuals with disabilities, but the larger disability civil rights movement that is gathering strength.

Disabled people live in a society that expresses fear, pity, hostility, and condescension toward them. On one hand, disabled people often experience discrimination in employment, education, housing, and other spheres of life. On the other, they receive treacly praise for being "courageous", or an "inspiration" for nondisabled people (Longmore, 1987). Even when disabled people are functioning to some degree in the larger society, they may not be exempt from oppressive attitudes: There is evidence that the demonstration of competence by people with disabilities may evoke negative reactions by nondisabled people, as though such behavior violates strongly held expectations of what disability represents (Katz, Farber, Glass, Lucido, and Emswiller, 1979). In addition, disabled people are more likely to be targeted for violence than non-disabled people (Waxman, 1991). These mixed responses reflect a profound, highly-charged ambivalence toward people with disabilities in our society.

Despite all of the external, social factors that handicap disabled people, disability is still defined largely by the medical model of disability. The medical model of disability implies that any handicaps experienced by people with disabilities are solely or primarily attributable to the disability, and not to any societal, physical, or attitudinal barriers. It views disability as a biological defect that calls for persistent medical intervention. The ultimate goal of this model is to make the functioning of the disabled person conform to the rest of society, so that she or he may be assimilated (Longmore, 1993).

The dominance of the medical model has profound implications for the experience of people with disabilities. Because of the manner in which it defines disability, social factors that affect the lives of people with disabilities are virtually ignored. Worse, the kind of attention given to disability by people in the medical profession, in social services professions, and other organizations set up to benefit disabled people institutionalizes oppressive stereotypes of people with disabilities (Holmes & Karst, 1990; Abberley, 1987). One implication of this is the objectification and control of people with disabilities. Rather than being treated as active agents making choices that affect their own lives, disabled people are often subjected to consequences of bureaucratic decisions ostensibly made on their behalf--decisions that may result in less independence and dignity for the disabled person affected. For example, people with disabilities are often forced to live in nursing homes where they are told when to sleep, what to eat, restricted in their ability to leave the home, and sedated so that nursing home personnel can "care" for them more easily. Current policies typically don't provide the kind of in-home attendant services that would allow people with disabilities to live in their own homes, independently, and at far less cost (Shapiro, 1993). Indeed, many people with disabilities regard the agencies and organizations that are set up to serve them as opportunistic and exploitative. These critics point to the huge amount of money devoted medical and other services for disabled people, and suggest that people with disabilities represent a lucrative industry to medical and social service organizations--such that there a strong disincentive for adopting a non-medical perspective of disability (Lane, 1992). Finally, disabled activists challenge organizations like the Muscular Dystrophy Association (MDA) for their reliance on and reinforcement of images of disability that evoke pity toward people with disabilities (Peters, 1985). Arguably, images of disability used by the MDA further popularizes the medical model.

Another function that the medical model serves, like other frames or models, is definitional control (Rosenberg, 1989; Gamson, 1992; Iyengar, 1991). This view of disability implicitly limits the range of beliefs and practices that are considered relevant to disability to those from the fields of medicine, rehabilitation, public policy, and social work. By defining disability as a flaw inherent to the individual, rather than a social construct requiring broader societal change, the focus has been on individual adaptation for the ostensible convenience of the larger society (Longmore, 1993). Rehabilitation of the individual has been one of the means to achieving this, by inducing disabled people to function like nondisabled people. This has taken the form of training people to walk with crutches rather than use a wheelchair, or teaching deaf people how to speak while suppressing the use of sign language. Even if the rehabilitation does not result in an actual increase in functional ability, effort on the part of the disabled person to at least try to create the appearance of normality has been expected in return for societal benevolence and token acceptance, argues historian Paul Longmore (Johnson, 1989).

Because of its impact at the level of individual persons, the definitional control that the medical model has over disability has posed a serious challenge to the development of a broader disability pride among disable people, and to broader self-identification of people with the disability movement. A primary value implicit in the medical model is that people with disabilities experience a lesser quality of life, and that people with disabilities are unacceptable as they are. Surrounded by this view, people with disabilities are exposed to a social reflection of themselves that is extremely negative. If a person is socialized to view disability as a shameful aspect of the self, then she may internalize this stigma, which may lead her to hide or deny the disability (Johnson, 1987). A person who is ashamed of her disabled status is less likely to seek out like others for support, and to lend her efforts to strengthening the disability movement.

One way of weakening the definitional control that the medical model has over disability is to highlight the socially-constructed nature of that definition. Although the effects of disabilities are often thought to be immutable, "super-crip" and other "overcoming" myths aside, a particular condition may not even be considered a disability in a different time and place. For example, the prevalence of inherited deafness on Martha's Vineyard between 1750 and 1950 led to a situation in which sign language was acquired by every island resident, hearing or deaf (Groce, 1985). Deafness was not considered a stigma, or even to be remarkable in any way. Indeed, deaf people were often the most educated people on the island, and were turned to for leadership, or when an illiterate island resident needed someone to read something for him or her (Groce, 1985). Thus, the social context determines to a great degree if a condition is stigmatized, or if it is even considered to be a disability (Scheer & Groce, 1988; Groce, 1985).

This suggests greater flexibility in thinking about disability than is commonly imagined, and promotes a socio-political paradigm of disability. The socio-political paradigm provides an alternative, positive view of disability that may serve to eventually lessen the stigma of disability that is reinforced and maintained by the medical definition. This paradigm places the handicap that is associated with disability in a social, interactionist context, rather than within the individual with the disability. It argues for removal of external physical and attitudinal barriers to access for people with disabilities, and de-emphasizes the need for medical cures and fixes.

People with disabilities have been adopting the socio-political model, resulting in efforts to simultaneously develop a community and to influence the larger society's view of disability. This movement is informed not only by the experiences of disabled people, but by the civil rights movements of African-Americans and other minority groups, the women's rights movement, and by the current movement for gay and lesbian rights. As different as the experiences of members of these groups may be, there are commonalties that they all share: Disenfranchisement, barriers to political and economic power, assignment to marginal status in the larger society, internalization of oppression , and struggles for dignity and pride. All of these movements share the objectives of redefining the meaning of the group's identity, of repudiating the stigma traditionally associated with membership in that group, and of demanding equal opportunities within the larger society.

People with disabilities have increasingly viewed themselves as members of a distinct minority group, possessing a unique and valuable culture (Wade, 1992; Cristoph, 1985; Shapiro, 1993). This emerging culture is marked by the development of arts and literature reflecting the disability experience, and by a unique set of values. Disability culture repudiates the negative images of disability that are prevalent in our society, and fosters a positive identity in disabled people (Johnson, 1987). Much of the drive for the formation of a disability culture and community, and for the activism and creativity within this community, stem from the experience of shared oppression, anger; and from the determination to express to the nondisabled world those aspects of the disabled experience that are both affirmative, and counter-intuitive for nondisabled people.

A strong disability culture provides a base from which the socio-political view of disability can be further developed and extended to the larger public. Disability culture serves several functions. Specifically, Carol Gill argues, disability culture can provide disabled people with symbols, rituals, and values that can serve to strengthen personal and group identity. It can unify people with different disabilities and experiences, providing a supportive environment and facilitating group action. It can empower disabled people by providing a variety of ways to inform others about themselves. Finally, disability culture can inspire other people with disabilities to self-identify as disabled, rather than staying in the shadows (Gill, 1993).

So, what are the values of this emerging culture? First and foremost, that disability can be a source of pride rather than shame (Disabled and Proud, 1993). The aspect of ourselves that marks us as different from the rest of society contributes to making us who we are, thus developing a positive self-identity involves embracing all aspects of ourselves. Rather than viewing a disability as a deficit, we can view it as a part of our whole, complete self. Indeed, Hahn (1988) argues that disability can be viewed as beautiful.

An important implication of this value is that life with a disability is worth living, indeed can be celebrated. It counters the notion that people with disabilities need persistent and invasive medical "fixes" to have a good quality of life, and challenges the implications of the medical perspective for a variety of situations. Disability awareness suggests alternative views of the right-to-die movement, and for the ongoing abortion debate. From this vantage point, disabled writers and social scientists have criticized the readiness of right-to-die advocates to pave the way for assisted suicides for disabled people when social factors contributed heavily to the circumstances that led to the disabled people's expressed desire to die (Shapiro, 1993). This value also calls into question the assumption that a fetus with a disability would necessarily be aborted, and warns that evolving reproductive technologies may be misused as part of a new eugenics campaign. Misusing these new technologies would also serve to further stigmatize people with disabilities (Miringoff, 1991), and would be alarmingly reminiscent of the efforts by the Nazis to eliminate people with disabilities from Germany during World War II (Burleigh, 1990).

Another value within Disability culture concerns the construct of independence. In some respects, independence is redefined, such that services that make our environment accessible (e.g., personal care assistance, sign language interpretation) are regarded as promoting independence rather than reflecting dependence. Similar to this is the view that adaptive equipment enable a broader sphere of activity, such that one is not "confined to a wheelchair", but "uses a wheelchair" instead. In addition to these redefinitions of what it means to be independent, the construct of independence as it is employed in the American ideal of individualism may be seen as less important in the Disability community relative to an alternative value of interdependence (Chelberg and Kroeger, 1993).

The disability experience, and the values of disability culture have been expressed in a remarkable body of art and literature, in virtually any medium possible. Anne Finger's (1990) book, *Past due: A story of disability, pregnancy, and birth* is a memoir that challenges prejudices against sexuality and parenthood in people with disabilities. "Children of a Lesser God" is a film that depicts the clash between two lovers from different worlds: a Deaf woman who is neither able to nor wants to speak, and communicates in ASL, and a hearing man (who teaches speech to deaf children) who wants her to speak. John Callahan, the Tragic But Brave Road Show, and Comics on Wheels all employ humor to skewer the cherished myths that nondisabled people have toward disabled people, and to educate nondisabled people while making them laugh.

Making allies of nondisabled people is arguably important in the effort to secure greater societal access. But the perspective that nondisabled people can bring when attempting to be allies can backfire. There is evidence suggesting that nondisabled people's ideas of what constitutes positive behavior toward people with disabilities is quite different from those of disabled people. Rather than fostering self-reliance and independence, nondisabled people's efforts at behaving positively imply an assumption that disabled people are needy and require help from nondisabled people (Makas, 1988). Thus, knowledge about the perspectives of people with disabilities is important to creating more effective alliances between disabled and nondisabled people.

A major opportunity and challenge for people with disabilities to gain greater societal access lies in the implementation of the Americans with Disabilities Act (ADA), passed by congress in

1990. The ADA represents a broad vision of access for disabled people. But the details of implementation are complex and subject to persistent efforts to compromise the regulations, such that access is less than assured. Definitions of what constitutes reasonable access is weighed against undue hardship on the part of businesses, institutions, and organizations--successful lobbying and litigation by representatives of these agencies can result in weak provisions for access.

The energy of a strong and organized disability community can be harnessed in efforts to press for stronger implementation of the ADA, and for social policies that respect the values of disability culture. Disabled activists and their allies are finding each other, organizing themselves politically, and further defining and affirming the meaning of disability for themselves in forums that include publications devoted to issues related to disability, such as *Disability Rag* and *Mainstream*; and through Internet listservs including MOBILITY, BLIND-L, DEAF-L, and others. In addition to the social support that these forums offer, disabled activists are using them to post action alerts related to pending legislation or other events affecting the disability community, in order to mobilize people with disabilities more effectively.

As people with disabilities find one another, work together for greater access, and share their stories, disability culture will be enriched and further developed. The current state of this distinctive and vibrant culture may only hint at its future potential. As disability culture becomes known to more disabled people, the sense of community and identity that it promotes may provide the source of a larger vision of societal access. This vision could pave the way for the emergence of future disabled leaders, who could work with other disabled people and their allies to create the fundamental, cultural transformations needed for a truly inclusive society.

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Johnson, M. (1987). Emotion and pride: The search for a disability culture. *Disability Rag*, January/February 1987, 3-10.

Johnson, M. (1989). The bargain. *Disability Rag*, September/ October 1989, 5-8.

Katz, I., Farber, J., Glass, D.C., Lucido, D., and Emswiller, T. (1979). When courtesy offends: Effects of positive and negative behavior by the physically disabled on altruism and anger in normals. *Journal of Personality, 46*, 506-518.

Lane, H. (1992). *The mask of benevolence: Disabling the Deaf community.* New York: Alfred A. Knopf.

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Makas, E. (1988). Positive attitudes toward disabled people: Disabled and nondisabled persons' perspectives. *Journal of Social Issues*, *44*(1), 49-61.

Miringoff, M. (1991). *The social costs of genetic welfare*. New Brunswick, NJ: Rutgers University Press.

Peters, A. (1985). Telethons. *Disability Rag*, Fall 1985, 16-18.

Scheer, J., and Groce, N. (1988). Impairment as a human constant: Cross-cultural and historical perspectives on variation. *Journal of Social Issues*, *44*(1), 23-37.

Shapiro, J. (1993). *No pity: People with disabilities forging a new civil rights movement.* New York: Times Books.

Wade, C.M. (1992). Disability culture rap. *Disability Rag*, September/October 1992, 37-39.

Waxman, B. (1991). Hatred: The unacknowledged dimension in violence against disabled people. *Sexuality and Disability*, *9*, 185-199.

ANNOTATED BIBLIOGRAPHY

This annotated bibliography has been developed to serve as an additional resource for students and professionals who are using *Igniting the Power in Disability*. The bibliography is organized around the following themes: (a) Disability community/culture, (b) disability services in higher education, and alliance between students and staff, (c) leadership education for ethnically diverse students, (d) leadership development in higher education, and (e) student life and diversity. Included within each theme are articles, books, films, information about organizations and foundations of interest, and sources on the Internet related to that theme that may be used to support initiatives to develop leadership among disabled students. Note that there is overlap in the resources suggested for each theme--resources may be applicable for more than one area.

Disability Community/Culture

Disability Community/Culture: Articles

Bolte, B. (March/April, 1993). Where's our Malcolm X? Disability Rag, pp. 21-24.

Bolte discusses the need for a disability rights leader like Malcolm X to organize protest around conditions that oppress disabled people. He outlines the obstacles that would face such a leader, if s/he emerged: lack of organizations controlled by disabled people, internalized oppression, and opposition from non-disabled people. He suggests organizing disabled people into a larger movement, perhaps using information from sources such as the Social Security rolls, in order to advance the disability rights movement.

Bourne, R. (1977). The handicapped. In O. Hansen (Ed.), The radical will: Randolph Bourne, selected writings, 1911-1918 (pp. 73-87). New York: Urizen Books.

This essay, by social philosopher Randolph Bourne, is an early expression of the social barriers faced by people with disabilities. In the essay, he discusses the internalization of the stigma experienced by disabled people. Also, he alludes to the ways in which stigmatization affected not only the development of his sense of self, but his entire philosophy of life.

Gill, C. J. (March/April, 1994). Continuum retort--Part II. Disability Rag, pp. 3-7.

Carol Gill counters the notion that "everyone has a disability" in this article. She discusses the meaning of human differences, and the constant pressure to "blend in" with the rest of society. In the process, people from various minorities (including disability) are expected to ignore their differences in favor of homogeneity. The notion that "everyone has a disability" is viewed as one mechanism for achieving this homogeneity, at the cost of not honoring the experiences of people with disabilities.

Hershey, L. (July/August, 1991). Pride. Disability Rag, pp. 1-5.

Laura Hershey discusses the challenge of finding and keeping pride as people with disabilities. Disabled people seek equal participation in society, but often find themselves marginalized. Sometimes, they may be accommodated, but segregated in the process. This can chip away at newfound pride, or prevent it from being realized in the first place.

Hershey argues that talking about pride is important to the development of an effective disability rights movement.

Johnson, M. (September/ October 1989). The bargain. Disability Rag, 5-8.

In this article, Mary Johnson discusses societal expectations that people with disabilities pass or cover their disability whenever possible. In exchange for this, disabled people are tolerated by society as part of a larger "bargain."

Makas, E. (1988). Positive attitudes toward disabled people: Disabled and non-disabled persons' perspectives. Journal of Social Issues, 44(1), 49-61.

This article describes research done by Elaine Makas that finds that disabled and non-disabled people have different perspectives of what a positive attitude toward disabled people is. She found that disabled people regard a positive attitude toward disabled people as one that fosters independence and respect for the capabilities of disabled people. Non-disabled people regard a positive attitude toward disabled people as one that involves being nice, helpful, and friendly--which, unfortunately, could place a disabled person in a "needy role."

Peters, A. (Fall, 1985). Telethons. Disability Rag, pp. 16-18.

This article by Anne Peters effectively argues that telethons are more harmful than helpful for people with disabilities. She asserts that telethons reinforce pernicious images of disability that reduce people with disabilities to objects of charity, and take attention away from the need for civil rights. In addition, telethons reinforce social expectations that people with disabilities be courageous, inspirational, and special. She argues that the good that telethons do are but a half-loaf, designed to keep disabled people from demanding the whole loaf of dignity and respect.

Robertson, B. A. (1994). Disability culture, community, and pride. Unpublished manuscript, University of Minnesota, Minneapolis, MN.

This is a review of literature that contrasts the medical and socio-political perspectives. Some ways in which disabled people have been oppressed are discussed in the article. The article concludes with a discussion of the potential of the disability rights movement to mobilize by using the Internet, and to influence the implementation of disability policy.

Rosen, S. L. (Fall, 1985). Dependency. Disability Rag, pp. 24-26.

In this article, Rosen discusses non-disabled people's expectation that disabled people should be dependent upon others, and some implications of this expectation. The presumed dependency of disabled people, and the stigma that is associated with this dependency, lead to efforts to prevent the births of disabled babies. In addition, they lead to support for petitions by disabled people to end their lives. Rosen discusses the deeply rooted nature of these expectations of dependency, and the obstacles they pose to greater independence of disabled people.

Disability Community/Culture: Books

Callahan, J. (1990). Don't worry, he won't get far on foot. New York: Vintage Books.

This bitterly humorous book by John Callahan recounts his experience with alcoholism, and with paralysis following a car accident (the driver of the vehicle in which he was a passenger was drunk, as was Callahan). The book is laced with his cartoons, which often poke fun at myths about disability.

Fine, M. & Asch, A. (Eds.) (1988). Women with disabilities: Essays in psychology, culture, and politics. Philadelphia: Temple University Press.

The contributors to this edited book discuss many aspects of the experiences of disabled women, including media images, disabled women in relationships of various kinds, and political/policy issues that affect women with disabilities. Contributors to this book represent a wide variety of academic and applied fields: Social psychology, women's studies, anthropology, social work, and general advocacy.

Finger, A. (1990). Past due: A story of disability, pregnancy, and birth. Seattle, WA: Seal Press.

In this book, Anne Finger explores issues raised by the intersection of disability and reproductive rights, and recounts her experience coming to grips with post-polio syndrome and disability identity, abortion, and giving birth to a child that may have a disability.

Groce, N. (1985). Everyone here spoke sign language: Hereditary deafness on Martha's Vineyard. Cambridge, MA: Harvard University Press.

Nora Groce describes life on Martha's Vineyard between 1750 and the mid 1900's, during which there was a high incidence of hereditary deafness on the island. Because of the many deaf people who lived on Martha's Vineyard, everyone, including hearing people, learned to communicate using sign language. The frequency of deafness, combined with the lack of communication barriers, led to deafness being considered quite ordinary among the islanders. Groce discusses this phenomenon as an example of the socially constructed nature of disability.

Lane, H. (1992). The mask of benevolence: Disabling the Deaf community. New York: Alfred A. Knopf.

In this book, Harlan Lane argues against efforts to medicalize every aspect of deafness, and describes the Deaf community in cultural terms. The book provides a powerful account of how the medical model can oppress disabled people. Note: The chief drawback of this book is Lane's insistence on drawing distinctions between Deaf and disabled people, such that he regards the socio-cultural perspective as applicable only to Deaf people and reserves the medical model for other disabled people. This argument shifts the medical definition that Deaf people find unacceptable onto other disabled people, establishing a hierarchy of disability.

Morris, J. (1991). Pride against prejudice: Transforming attitudes to disability. Philadelphia: New Society Publishers.

This is an excellent introduction to a socio-political view of disability, by a disabled writer. Morris discusses common assumptions about life with a disability and its quality, and counters them forcefully and convincingly. She describes various forms of oppression of disabled people, from the everyday indignities of fielding "help" from non-disabled people to efforts to "eliminate" people with disabilities in Nazi Germany and in the present day.

Shapiro, J. (1993). No pity: People with disabilities forging a new civil rights movement. New York: Times Books.

This book is among the best introductions to the U.S. disability rights movement. Shapiro guides the reader through political issues underlying the movement, including: Images of disability that reinforce stereotypes of people with disabilities, the fight for independent living and for civil rights, and the assertion of a separate culture by Deaf people. The book glosses over conflicts between segments of the disability community, but is otherwise an excellent introduction.

Disability Community/Culture: Periodicals

The Disability Rag
1962 Roanoke
Louisville, Kentucky 40205
This is a very political, nonacademic periodical--well worth reading if you want to understand the disability rights movement.

Disability Studies Quarterly
Department of Sociology
P.O. Box 9110
Waltham, MA 02254-9110
This is an academic quarterly that is useful for keeping track of disability-related research that is done within the socio-political model of disability.

This Brain has a Mouth
MOUTH
61 Brighton Street
Rochester, NY 14607
Like the Disability Rag, this is a popular and political magazine about the disability experience.

Disability Community/Culture: Videotapes

Coming to Terms

Hugh Gallagher, disabled by paralytic polio at the age of 19, became a noted author, public affairs advisor, and disability advocate. Gallagher reflects on his struggles, discusses his rehabilitation at the Georgia Warm Springs Foundation, and compares his coping mechanisms with those of his childhood idol, Franklin D. Roosevelt. (1/2" VHS; color; 57 min.; c1990). Available through The Cinema Guild, 1697 Broadway, Suite 506 New York, NY 10019-5904, phone (212) 246-5522 or (800) 723-5522, fax (212) 246-5525, or via the World Wide Web at http://www.tunanet.com/cinemaguild/

Here

Features Cheryl Marie Wade, a Berkeley-based performance poet. She performs with energy and rhythm and a sense of humor. Emphasizes the spoken aspect of the poem, the physical presence of the poet, and promotes disability awareness. (1/2" VHS; color; 14 min.; c1991). For ordering information, contact Cheryl Marie Wade at 1613 5th Street, Berkeley, CA 94710.

When Billy Broke His Head...And Other Tales of Wonder

Profiles Billy Golfus, an award-winning journalist, who suffered a severe head injury in a motor scooter accident. Golfus meets disabled people around the country and documents first-hand the strength and anger that is forging a new civil rights movement for disabled Americans. An entertaining, irreverent, first-person road movie and a search for intelligent life after brain damage. Open-captioned. (1/2" VHS; color; 57 min.; c1994). The video can be ordered by calling (800) 343-4727.

Disability Community/Culture: Internet/Electronic Resources

Note: Briefer, less comprehensive handouts with information about listservs and Internet sites are in the appendix of the Internet Module in this manual.

Usenet newsgroups

Usenet newsgroups are interactive computer-based communications using the Internet news facility. To access newsgroups, you'll need a news client for your system.

Name: alt.education.disabled
Subject: all disabilities, focuses on education

Name: alt.society.asl
Subject: Deaf Culture, "A Place of Our Own" NOTE: not officially established, in process

Name: bit.listserv.ada-law
Subject: newsgroup echo of ADA-LAW email list

Name: bit.listserv.axslib
Subject: newsgroup echo of the AXSLIB email list

Name: bit.listserv.deaf-l
Subject: newsgroup echo of the DEAF-L list

Name: bit.listserv.easi
Subject: newsgroup echo of the EASI email list

Name: misc.handicap
Subject: all disabilities

Electronic mailing lists:

E-mail lists are interactive computer-based communications using electronic mail as the communication medium. E-mail lists can be manually administered by humans, using standard e-mail, or they can be automated by servers such as listserv, or majordomo. To subscribe to a manually administered list, send e-mail to the administrator. To subscribe to an automated list, send mail to the listserv or majordomo account. Follow these rules:

1) Automated lists have at least two accounts, one for the server and one for the actual list. You must send your subscribe, unsubscribe, or other server commands to the server account, not the list account, for the server to recognize the command. This is very important and often overlooked.

2) Leave the Subject: line blank in your email header

3) The body of the message should contain the single line:

subscribe {listname} {your first name} {your last name}

subscribe Deaf-L {your first name} {your last name}

To unsubscribe, follow rules 1 and 2 above. The body of the message should contain the single line:

unsubscribe {listname} {your first name} {your last name}

ADA-LAW <ADA-LAW@VM1.NODAK.EDU>
Discussion about the ADA and its legal ramifications.

ADAPT-L <ADAPT-L@AUVM.AMERICAN.EDU>
Adaptive technology (esp. related to libraries) is discussed here.

ADVOCACY <ADVOCACY@SJUVM.STJOHNS.EDU>
A forum devoted to general disability advocacy.

AMPUTEE <AMPUTEE@sjuvm.stjohns.edu>
A forum for discussion about experiences of people with amputations.

ASL-L <ASL-L@CONNECTAMERICA.COM>
Mailing list echo of alt.society.asl newsgroup.

AWD <AWD@counterpoint.com, based at majordomo@counterpoint.com>
Another list about implications of the ADA.

AXSLIB-L <AXSLIB-L@SJUVM.STJOHNS.EDU>
Discussion about library access for people with disabilities.

BEYOND-HEARING <beyond-hearing@acpub.duke.edu, based at majordomo@acpub.duke.edu>
A list for hard of hearing/deaf/late-deafened people who don't necessarily sign or consider themselves part of the Deaf Community (and some who do).

CADRE <CADRE@sjuvm.stjohns.edu>
A list for students with disabilities. Stands for "Coalition Advocating disABILITY Reform in Education".

CFS-L <CFS-L@LIST.NIH.GOV>
A list devoted to issues around Chronic Fatigue Syndrome and immunity dysfunctions.

DDFIND-L <DDFIND-L@UNIVSCVM.CSD.SCAROLINA.EDU>
A general forum on disability. Low-traffic

DEAF-L <DEAF-L@SIUCVMB.SIU.EDU>
A forum for discussing any and all issues related to Deaf/deaf/HoH/LDA... heavy mail volume. A wide variety of perspectives represented.

DEAFBLND <DEAFBLND@UKCC.UKY.EDU>
A forum on deaf-blindness. Low-traffic.

DISABILITY-RESEARCH <DISABILITY-RESEARCH@mailbase.ac.uk>
A forum for discussion about disability research.

EASI <EASI@SJUVM.STJOHNS.EDU>
Equal Access to Software and Information--a list devoted to technological access for people with disabilities.

ICAD-L <ICAD-L@vm.ucs.ualberta.ca>
Devoted to topics related to abuse of people with disabilities.

IMMUNE <IMMUNE@WEBER.UCSD.EDU>
Devoted to topics related to chemical sensitivity, environmental illness, and chronic fatigue syndrome.

L-HCAP <L-HCAP@VM1.NODAK.EDU>
A general disability digest: rather than getting messages one by one as on most listservs, the moderator of this listserv gathers the messages and sends them out in sets of messages, making this a "digest".

LD-LIST <LD-LIST@EAST.PIMA.EDU>
A list of general interest around topics related to learning disabilities. Many disability service providers subscribe to this list, to share how they arrange accommodations for students with LDs. Moderate traffic.

MD-LIST <MD-LIST@DATA.BASIX.EDU>
Devoted to topics related to muscular dystrophy.

MOBILITY <MOBILITY@STJOHNS.EDU>
A general forum for discussion about disability. Interesting philosophical and political discussions. Heavy traffic.

MSLIST-L <MSLIST-L@TECHNION.TECHNION.AC.IL>
Devoted to topics related to Multiple Sclerosis. Heavy traffic.

NABS-L <NABS-L@UCSBVM.UCSB.EDU>
A forum for blind students.

PARKINSN <PARKINSN@VM.UTCC.UTORONTO.CA>
Devoted to topics related to Parkinson's Disease.

RSI-UK <RSI-UK@TICTAC.DEMON.CO.UK, NOTE: subscribe to LISTSERVER@DEMON.CO.UK>
Discussion about repetitive strain injury and carpal tunnel syndrome.

SERVICE-DOGS <SERVICE-DOGS@acpub.duke.edu, based at majordomo@acpub.duke.edu>
Discussion of service and assistance dogs.

SLLING-L <SLLING-L@YALEVM.YCC.YALE.EDU>
This is a listserv devoted to the linguistics of ASL. Moderate traffic.

STROKE-L <STROKE-L@UKCC.UKY.EDU>
A forum for discussion about issues related to stroke outcomes.

TBI-SPRT <TBI-SPRT@STJOHNS.EDU>
Devoted to topics related to effects of Traumatic Brain Injury.

Gopher sites

Gopher is a client-server based Internet search facility which can be used to find documents, papers, grants, and other information on a variety of topics. To access gopher sites, you'll need a gopher client package for your computer. Gopher is also accessible through the WWW as a gopher://URL.

Cornucopia of Disability Information Gopher
gopher://val-dor.cc.buffalo.edu:70

Deaf Education Information Gopher at Kent State University
gopher://shiva.educ.kent.edu/11/edgophers/special/deafed

Deaf-Gopher at Michigan State University
gopher://burrow.cl.msu.edu:70/11/msu/dept/deaf

Deafness Resource Australia Gopher
gopher://dixson.slnsw.gov.au:70/11/DRA

Disabilities and Computing Program (UCLA)
gopher://gopher.ucla.edu

Disability and Rehabilitation Resources Gopher (St. Johns U)
gopher://sjuvm.stjohns.edu

Disabilities Resources at Olivetti
gopher://gopher.afd.olivetti.com

Disability Services Gopher (University of Minnesota)
gopher://disserv.stu.umn.edu

Gallaudet University Gopher
gopher://gallux.gallaudet.edu

Inform Gopher (University of Maryland)
gopher://info.umd.edu

World Institute on Disability
gopher://gopher.cpsr.org:70/11/cpsr/work/disability/wid

WWW URL sites

The World Wide Web (WWW) is a collection of documents on the Internet that are interconnected via hypertext links, not unlike hypercard stacks on the Macintosh. These documents can be text, PostScript, images, even movies and audio. WWW is a client-server application. There are servers available all over the world, and browsers available for many popular computing platforms. The Uniform Resource Locator (URL) is the pointer that is given to the WWW browser to access the documents of interest. WWW servers can also access some of the more traditional Internet facilities, such as gopher, news, and FTP.

ADA and Disability Information
http://www.public.iastate.edu/~sbilling/ada.html

ADA Information Center On-Line Home Page
http://www.idir.net/~adabbs/index.html

American Council of the Blind
http://www.acb.org/

Axis Disability Rights Website
http://www.almanac.bc.ca

Canine Companions for Independence
http://grunt.berkeley.edu:80/cci.html

The Center on Human Policy
http://web.syr.edu/~thechp/

Central Institute for the Deaf
http://cidmac.wustl.edu/

Children and Adults with A.D.D.
http://www.chadd.org/

Deaf World Web
http://deafworldweb.org/

Depression
http://www.duke.edu/~ntd/depression.html

Disability Resources at Evan Kemp Associates
http://disability.com

Disabled Peoples International Home Page
http://www.escape.ca/~dpi/

The Disability Rights Activist
http://www.teleport.com/~abarhydt/

Disability Services at University of Minnesota
http://disserv.stu.umn.edu/

Dyslexia: The Gift
http://www.dyslexia.com/

Epilepsy Web Page
http://www.swcp.com/~djf/epilepsy/index.html

Gallaudet University's World Wide Web (WWW) Home Page
http://www.gallaudet.edu/

HabitSmart Home Page (Addiction)
http://www.cts.com:80/~habtsmrt/

The Hub for Information for People in Wheelchairs
http://www.inch.com/~dog666/hub/

Job Accommodation Network (JAN)
http://janweb.icdi.wvu.edu/english/homeus.htm

Mainstream Magazine On-Line
http://www.mainstream-mag.com/

Multiple Chemical Sensitivity/Environmental Illness sources
http://www.orbital.net/~jmay/locate.html

National Federation of the Blind
http://www.nfb.org/

New Mobility Magazine On-Line
http://www.newmobility.com/

OCD: Obsessive-Compulsive Disorder
http://fairlite.com/ocd/

One Step Ahead--The Disability Resource
http://disability.com/osa.html

Polio Survivor's Page
http://www.eskimo.com/~dempt/polio.html

Traumatic Stress Home Page
http://www.long-beach.va.gov/ptsd/stress.html

Uppity DisAbility Internet Resources
http://130.111.112.21/~asl/upmain.html

Webable!
http://www.webable.com/

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Disability Services in Higher Education--Alliance

Disability Services in Higher Education--Alliance: Articles

Brown, D., Clopton, B., and Tusler, A. (1991). Access in education: Assisting students from dependence to independence. JPED, 9(3), 264-268.

Brown et al. discuss the need to promote student independence and self-advocacy in order to effectively prepare for work beyond the academic setting. Currently, the authors observe that college students are often treated as dependent children even though academically qualified. Without the development of self-advocacy skills and a sense of independence, students will less likely avail themselves of their rights to employment, and to have the skills to function effectively after college.

Ryan, A. G., & Heikkila, M. K. (1988). Learning disabilities in higher education: Misconceptions. Academic Therapy, 24(2), 177-192.

The authors discuss a set of myths pertaining to college students with disabilities. They stress that 1) the nature of learning disabilities can change with maturity and the different demands of the postsecondary setting, 2) the traditional admissions model (high school GPA, precollege coursework, SAT scores, etc.) cannot effectively determine which LD students are likely to achieve success, 3) students with learning disabilities won't necessarily disclose their disabilities to higher educational institutions, 4) models of transition programs exist, and 5) there are a variety of ways that faculty, staff, and support personnel can work with LD students.

Disability Services in Higher Education--Alliance: Internet/Electronic Resources

See instructions under "Disability Community/Culture" for how to use each of the types of resources below.

Usenet newsgroups

Name: alt.education.disabled
Subject: all disabilities, focuses on education

Name: bit.listserv.ada-law
Subject: newsgroup echo of ADA-LAW email list

Name: bit.listserv.axslib
Subject: newsgroup echo of the AXSLIB email list

Name: bit.listserv.easi
Subject: newsgroup echo of the EASI email list

Electronic mailing lists

ADA-LAW <ADA-LAW@VM1.NODAK.EDU>
Discussion about the ADA and its legal ramifications

ADAPT-L <ADAPT-L@AUVM.AMERICAN.EDU>
Adaptive technology (esp. related to libraries) is discussed here.

ADVOCACY <ADVOCACY@SJUVM.STJOHNS.EDU>
A forum devoted to general disability advocacy

AXSLIB-L <AXSLIB-L@SJUVM.STJOHNS.EDU>
Discussion about library access for people with disabilities.

DSSHE-L <DSSHE-L@UBVM.CC.BUFFALO.EDU>
(Disabled Student Services in Higher Education) A rich exchange of information for disability services staff members in university settings. Fairly high-traffic.

EASI <EASI@SJUVM.STJOHNS.EDU>
Equal Access to Software and Information--a list devoted to technological access for people with disabilities.

See Disability Community/Culture for Gopher, WWW URL, and FTP sites.

Leadership Development for Minority Students

Leadership Development for Minority Students: Articles

Fuertes, J. N., and Sedlacek, W. E. (1993). Barriers to the leadership development of Hispanics in higher education. NASPA Journal, 30(4), 277-283.

Fuertes and Sedlacek discuss a variety of challenges that challenge the leadership development of Hispanics in higher educational settings: Use of standardized scores for admissions, under representation of Hispanic students, staff, and faculty; and lack of programming to address the needs of Hispanic students. They conclude with suggestions of programs for Hispanic students.

Jules, F. (1988). Native Indian leadership. Canadian Journal of Native Education, 15(3), 3-23.

In this article, Jules describes and applies a model of Native Indian leadership to educational administration. The importance of understanding Indian culture for educational leadership is stressed.

Wilson, R. (1989). Developing leadership: Blacks in graduate and professional school. Journal of Black Studies, 19(2), 163-173.

Wilson discusses the decline of Black enrollment in graduate and professional programs, and examines possible reasons for this decline. Among the possible factors he explores are general demographics, entrance testing, and job forecasts.

Leadership Development for Minority Students: Periodicals

Student Leader
P.O. Box 14081
Gainesville, FL 32604-2081
e-mail: 75143.2043@compuserve.com
This is a magazine that is written for students involved in leadership on and off campus. Discusses practical as well as philosophical aspects of leadership in an easy-to-read format.

Leadership Development for Minority Students: Organizations

INROADS, Inc.
1221 Locust Street, Suite 800
St. Louis, MO 63103
INROADS organizes internships in business and industry for minority high school and college students, and publishes a quarterly newsletter.

Leadership Development for Minority Students: Electronic/Internet Resources

BSLN-L <BSLN-L@SBCCVM.BITNET@CUNYVM.CUNY.EDU>
Mailing list for the Black Student Leadership Network.

LDRSHP <LDRSHP@IUBVM.UCS.INDIANA.EDU>
Mailing list devoted to all aspects of leadership.

Leadership Development in Higher Education

Leadership Development in Higher Education: Articles

Aune, B. P. (1995). The human dimension of organizational change. The Review of Higher Education, 18(2), 151-175.

Aune suggests that, rather than place the onus of adapting to challenges at higher educational settings entirely on students with disabilities, postsecondary institutions need to take some responsibility for making the institution a place that is conducive to the success of disabled students. Changing the roles of various units within educational institutions may be needed to achieve this. This article examines and emphasizes the human factors involved during organizational change within a statewide higher educational system. Based on results from a case study of a process of organizational change within a higher educational system, Dr. Aune concludes that people are most able to experience the process of organizational change in a positive way if they are empowered to view themselves as agents rather than as targets of change.

Chambers, T., and Phelps, C. E. (1994). Student activism: Impacting personal, institutional, and community change. In M. C. Terrell and M. J. Cuyjet (Eds.), Developing Student Government Leadership. New Directions for Student Services, no. 66. San Francisco: Jossey-Bass.

The authors argue that student activism should be viewed as a form of leadership development and an important part of student development, rather than merely as disruptive behavior. They indicate that institutional responses to student activism have progressed from a reactive, somewhat resistant phase, to one in which students are proactively included in campus decision making. They note research results suggesting that:
1) students involved in community service also tend to be campus activists, 2) have peers and mentors who value social change, and 3) were social activists and volunteers in high school. The authors assert that student activism may enhance general student development by increasing social and cultural awareness, as well as improving personal and social skills.

Foster, W. (1989). Toward a critical practice of leadership. In J. Smyth (Ed.), Critical perspectives on educational leadership. Philadelphia, PA: Falmer Press.

Foster describes two research traditions of leadership, the political-historical model and the bureaucratic-managerial model. He then introduces his own model, which is based on the notion of leadership in the service of achievement and refinement of human community. He discusses implications of this idea for leadership criteria, and concludes with implications of his model in educational settings.

Golden, D. C., and Schwartz, H. L. (1994). Building an ethical and effective relationship with student government leaders. In M. C. Terrell and M. J. Cuyjet (Eds.), Developing Student Government Leadership. New Directions for Student Services, no. 66. San Francisco: Jossey-Bass.

This article offers advice to student affairs professionals about how to work with student government leaders. However, the advice is also useful when working with student leaders outside of campus government. The authors discuss a variety of common motives for students to become leaders on campus, and stress the importance of ethics in working with student leaders. Student affairs professionals should be prepared to contend with situations in which their values conflict with other individuals or institutions. Commitment, and investment of time and care into the student-staff relationship is vital.

Guido-DiBrito, F., and Batchelor, S. W. (1988). Developing leadership potential through student activities and organizations. In M. D. Sagaria (Ed.), Empowering women: Leadership Development Strategies on Campus. New Directions for Student Services, no. 44. San Francisco: Jossey-Bass.

The authors discuss the importance of student activities to fostering leadership potential in students. In this chapter, they discuss various factors involved in the planning and implementation of successful student activities and organizations. Among the issues discussed: The use of leadership models, organizational/institutional growth and change, mentoring, and cross-cultural interaction.

Lewis, P. H. (1994). Creating a culture of leadership. In S. A. McDade and P. H. Lewis (Eds.), Developing Administrative Excellence: Creating a Culture of Leadership. New Directions for Higher Education, no. 87. San Francisco: Jossey-Bass.

Lewis discusses current leadership problems in higher educational settings (e.g., short tenure of college presidents). She suggests that, rather than creating a few leaders at a higher educational institution, we should foster the leadership abilities of all staff members of that institution. She discusses the benefits that she believes this "culture of leadership" would have. As higher educational institutions are increasingly under pressure to downsize, creating a culture of leadership may become more important, according to Lewis, as it can result in more effective and efficient use of institutional personnel.

Woodard, Jr., D. B. (1994). Leadership challenges, 2002. In M. C. Terrell and M. J. Cuyjet (Eds.), Developing Student Government Leadership. New Directions for Student Services, no. 66. San Francisco: Jossey-Bass.

This article begins by sketching the demographic changes underway that are likely to polarize society: the increase in elderly people, the decrease of the proportion of the population that is middle-class, continued racism, and violence. The author briefly reviews critiques of current approaches to student leadership development as "leadership

credentialling" rather than the cultivation of leadership, and asserts that new leadership approaches are needed to address these challenges. He concludes with recommendations.

Leadership Development in Higher Education: Books

Chaffee, E. E., and Tierney, W. G. (1988). Collegiate culture and leadership strategies. New York: Macmillan Publishing Company.

The authors use a case study approach to examine the ways in which institutional culture and leadership strategies interact. They assert the importance of awareness about the organizational culture in which educational leaders function for decision making and choice of leadership strategies. The authors describe cultural dynamics at seven different educational institutions, and analyze leadership strengths and challenges at each in the context of their organizational cultures.

Eisenhower Leadership Program (1996). Gettysburg Leadership Model. Gettysburg, PA: Gettysburg College.

This is a leadership development course for college students. It contains a set of modules, including ones on team dynamics, collaboration, change, and solving problems, among others. Each module has a set of activities and objectives, with clear, specific instructions about how to carry out the activities. The purposes/philosophy of each module are also described. This is a very practical, focused approach to leadership development in a college context.

Leadership Development in Higher Education: Periodicals

Concepts & Connections
Published by:
National Clearinghouse for Leadership Programs
1135 Stamp Student Union
University of Maryland at College Park
College Park, MD 20742-4631
As indicated on its masthead, this is "a newsletter for leadership educators." The newsletter includes information about leadership programs, scholarship and research about leadership, and conferences on leadership.

Issues and Observations
Published by:
Center for Creative Leadership
One Leadership Place
P.O. Box 26300
Greensboro, NC 27438-6300
This publication is a forum for discussion about leadership and leadership education, from a major center of study about leadership.

Student Leader
P.O. Box 14081
Gainesville, FL 32604-2081
e-mail: 75143.2043@compuserve.com
This is a magazine that is written for students involved in leadership on and off campus. Discusses practical as well as philosophical aspects of leadership in an easy-to-read format.

Leadership Development in Higher Education: Organizations

National Clearinghouse for Leadership Programs
1135 Stamp Student Union
University of Maryland at College Park
College Park, MD 20742-4631
Offers many resources to leadership educators, including a Student Leadership Model for designing a student leadership program. Publishes Concepts & Connections: A Newsletter for Leadership Educators, and Leadership Education: A Source Book.

Student Life and Diversity

Student Life and Diversity: Articles

Holmes, C. B. (1989). Head-injured college students: Prevalence, reasons for college withdrawal, and suggestions from head-injury rehabilitation facilities. Journal of Postsecondary Education and Disability, 7(1), 72-77.

Reports results of a survey of college readiness, attendance of college, and withdrawal from college of people with head injuries, of staff at head-injury facilities. These staff people reported (among other things) reasons that students withdrew from college: difficulty keeping up with the curriculum, impairment of personal/social skills, and lack of support and remedial services in college (p. 75). Holmes concludes this article with suggestions that the staff gave to improve the chances of head-injured students completing college.

Student Life and Diversity: Books

Kroeger, S. and Shuck, J. (1993). Responding to disability issues in student affairs. New Directions for Student Service, No. 64. San Francisco, CA: Jossey-Bass.

Pederson, P. (1988). A handbook for developing multicultural awareness. Alexandria, VA: American Association for Counseling and Development.

Although this book was written for counselors and others in helping professions whose clients may include people of cultures other than the counselor's, it offers excellent suggestions for raising multicultural awareness in general.

Student Life and Diversity: Periodicals

Student Leader
P.O. Box 14081
Gainesville, FL 32604-2081
e-mail: 75143.2043@compuserve.com
This is a magazine that is written for students involved in leadership on and off campus. Discusses practical as well as philosophical aspects of leadership in an easy-to-read format.

Student Life and Diversity: Videotapes

A Class Divided

Frontline Series--This program updates the original Frontline documentary *Eye of the Storm* through a reunion of the former third-graders and their teacher fifteen years later. The students, now young adults, relate the profound and enduring effects of their discrimination lesson on their lives and in their early experiences as parents. Jane Elliott is also seen giving this same jarring lesson to adult employees of the Iowa prison system with results that are strikingly similar to those experienced by the children. Closed captioned. (color; 55 min.; c1986)

Eye of the Storm

During National Brotherhood Week, Jane Elliott, a third-grade teacher, involves her students in an experience designed to show them the anatomy of prejudice. The locale is Riceville, Iowa; however, this teaching experiment could have been in Anytown, USA. The children were identified as either brown- or blue-eyed, and were physically separated on that basis. On another day, the roles were reversed, i.e., the brown-eyed children were favored over the other. The isolated, separated groups learned how it would be to be judged by the color of their skin (or eyes). Follow-up to this program is titled *A Class Divided.* (color; 27 min.; c1970)

IGNITING THE POWER IN DISABILITY: A LEADERSHIP CURRICLUM

TABLE OF CONTENTS

Introduction

Curriculum Modules

- Cultivating Disability Identity and Pride
- Exploring Theories of Leadership
- Moving toward Campus Action
- Navigating the Spaces of Power
- Discovering the Synergy of Alliance
- Building Viable Communities
- Traversing the Maze of Change
- Surfing the Internet

Planning Modules

- Planning Accessible Events
- Marketing Events
- Providing Follow-up Technical Assistance
- Evaluating Programs

Annotated Bibliography

Handouts and Masters for Transparencies

Leadership Curriculum

Project LEEDS (Leadership Education to Empower Disabled Students) has developed an exciting new leadership training curriculum specifically created by and for disabled students. "Igniting the Power in Disability: A Leadership Curriculum" is designed to prepare students with disabilities to enhance their leadership capacities. Building on materials developed for the National Institute on Disability and Leadership (August 1994 and June 1995), the curriculum emphasizes an experiential, interactive approach to learning and provides a framework for students to develop action plans on how to address disability issues on their own campuses.

The curriculum focuses on leadership issues faced by disabled students, and is divided into the following modules: a) disability identity and pride, b) leadership theory, c) the dynamics of organizational change, d) navigating the spaces of power, e) exploring the synergy of alliance, f) tools for community building, g) introduction to the Internet, h) moving toward campus action. The manual also includes modules to assistorganizers in successfully planning and implementing accessible training events. The manual is available for $24.50 (includes shipping and handling) through Disability Services.

UNIVERSITY OF MINNESOTA

University News Service

University of Minnesota • 6 Morrill Hall • 100 Church Street S.E. • Minneapolis, Minnesota 55455 • (612) 624-5551

U OF M ESTABLISHES LEADERSHIP PROGRAM TO TRAIN DISABLED STUDENTS NATIONWIDE

The University of Minnesota's Disability Services office has established the nation's first program to prepare students with disabilities from around the country for leadership roles.

Based on the Twin Cities campus, Project LEEDS (Leadership Education to Empower Disabled Students) will help participants from around the country develop leadership skills such as organizing student cultural centers, serving as student government representatives and working in federal, state and local government.

Project LEEDS will develop a leadership training curriculum to be used during a week-long workshop at the university this summer for students with disabilities . It will provide workshop participants with training, technical assistance and follow-up support, and will conduct outreach to high school students with disabilities.

"The first step to becoming an effective leader is to know and appreciate who you are," said Sue Kroeger, director of Disability Services at the university. "Disabled people will have difficulty moving forward until we come together and celebrate the disability experience."

Project LEEDS is funded by the Dwight D. Eisenhower Leadership Development Program of the U.S. Department of Education, project #P261A30060. Federal funding is $306,010 over two years (the second year is subject to approval). This represents 92 percent of the project's budgeted cost. The original proposal was developed in collaboration with General College faculty.

Contacts: Gene Chelberg, project coordinator, (612) 626-0961
Betty Aune, project director, (612) 624-6884

2/14/94 gg

alert
AHEAD
Association on
Higher Education
And Disability

Project LEEDS

By Betty Aune

Although recent legislation has passed to benefit persons with disabilities, the materialization of these advancements has yet to reach its full potential. Part of acquiring, maintaining, and ensuring disability achievement requires that individuals with disabilities cultivate and develop leadership and self determination skills. Disability Services at the University of Minnesota-Twin Cities is housing a new grant program, Project LEEDS (Leadership Education to Empower Disabled Students), which is devoted to nurturing these characteristics among college/university students and staff.

Project LEEDS is a two-year program that will select individuals from around the country to participate in leadership training and cultivation. Twelve teams (each consisting of one college/university student and one staff member) will be offered partial funding to visit the University of Minnesota-Twin Cities campus for a six-day intensive workshop during the month of August. While here, these participants will draw up individualized leadership agendas to be taken back and implemented on their own campuses. They will then be provided with a year of technical support via the Internet system and will be assisted in organizing their own regional leadership workshops. Moreover, these individuals will orchestrate outreach programs to target high school students with disabilities.

Until now, few efforts have been made to prepare youth and young adults with disabilities to function effectively in leadership roles. Project LEEDS, innovative in developing a leadership-oriented disability community, will provide disabled students the opportunity for quality leadership training.

Project LEEDS is funded by the Dwight D. Eisenhower Leadership Development Program of the U.S. Department of Education, project #P261A30060.

For more information, or to request an application, please call or write: Project LEEDS, 340 Coffman Memorial Union, 300 Washington Avenue SE, Minneapolis, MN 55455, (612) 626-0961 V/TDD. For electronic mailusers:

leeds@disserv.stu.umn.edu

UNIVERSITY OF MINNESOTA

Disability Dispatch

The Student Newsletter of Disability Services
Spring 1994

Project LEEDS

Seeking Applications

Disability Services, University of Minnesota, announces Project LEEDS (Leadership Education to Empower Disabled Students). Over the next two years, Project LEEDS will select 25 teams, each consisting of one student and one campus staff member from American colleges and universities, to participate in a program devoted to cultivating leadership skills and identities grounded in the American disability culture.

Currently, Project LEEDS is seeking team applications for its first Institute on Disability and Leadership, to be held at the University's Minneapolis Campus, August 1 - 7, 1994. Student-staff teams must have an interest in disability and be committed to developing leadership opportunities on their campuses. In early May 1994, teams will be notified of their acceptance.

Accepted teams will immediately begin assessing their campus issues, needs and resources. At the institute, participants will create a leadership agenda to implement upon returning home. During the next two years, participants will follow through with their projects on their campuses and maintain contact with Project LEEDS staff and other participants via the Internet.

Applications must be postmarked by April 20, 1994. For further information, please write or call:

Project LEEDS
Disability Services
University of Minnesota
340 Coffman Union
300 Washington Avenue S.E.
Minneapolis, MN 55455

Voice/TTY: (612) 626-0961
E-mail: leeds@disserv.stu.umn.edu

UNIVERSITY OF MINNESOTA

brief

A weekly internal bulletin serving all campuses

Vol. XXIV No. 4
Jan. 26, 1994
Editor: Maureen Smith (612) 624-2801

This publication is available in alternative formats upon request. Call University Relations at (612) 624-6868.

Disability Services has received funding of $306,010 over 2 years from the U.S. Department of Education to develop Project LEEDS (Leadership Education to Empower Disabled Students). Proposal was developed in collaboration with faculty member Terry Collins from GC. Project staff will provide training on leadership development for students with disabilities and student affairs professionals from about 25 colleges and universities around the country. Contact Betty Aune at (612) 624-6884 or Gene Chelberg at 624-7693.

THE MINNESOTA DAILY
Minneapolis-St. Paul
Volume 95, Number 72
Tuesday, February 1, 1994

Program will forge ties among disabled students

Michele Ames
Staff Reporter

A new University project could help unite disabled students at colleges around the country, prepare them for leadership roles and encourage a positive legacy for disabled youth.

Leadership Education to Empower Disabled Students will work to break down stereotypes about disabled students and help them to assume leadership roles.

"People have a mentality of helping people with disabilities, rather than providing the opportunities for disabled students to be leaders," said Betty Aune, assistant director for the University's Disability Services.

The project director, Gene Chelberg, said he hopes the traditional definition of leadership will be questioned.

"Disabled people are desperate for a real sense of community and empowerment around disability," Chelberg said.

The program, tentatively for the first week of August, will explore disabled students' leadership roles.

The Dwight D. Eisenhower Leadership Program will fund the program for two years.

Students from 12 campuses nationwide will be selected to attend the program each year.

Studies focus on disability and leadership, with an eye toward developing a working plan to take to other schools.

Learning to use Internet — the interactive computer network — will help disabled students communicate between colleges and around the world.

First-year participants will sponsor regional leadership workshops for disabled high school students.

Those workshops will help pass down an empowerment legacy, Chelberg said.

"Passing down a tradition of disability leadership doesn't happen too often," Chelberg said. "You don't really have parents passing it to their children."

The Disabled Student Cultural Center voted unanimously to support the project and offered their support to Disability Services.

> *"Disabled people are desperate for a real sense of community and empowerment around disability."*
>
> **— Gene Chelberg,**
> **LEEDS project director**

UNIVERSITY OF MINNESOTA

Vol. XXIV No. 10
March 9, 1994
Editor: Maureen Smith (612) 624-2801

This publication is available in alternative formats upon request.
Call University Relations at (612) 624-6868.

brief

A weekly internal bulletin serving all campuses

TWIN CITIES—Disability Services office has established the nation's first program to prepare students with disabilities from around the country for leadership roles. Based on the TC campus, Project LEEDS (Leadership Education To Empower Disabled Students) will help participants develop leadership skills such as organizing student cultural centers, serving as student government representatives, and working in federal, state, and local government. Leadership training curriculum will be used during a week-long workshop on campus this summer. For information call Gene Chelberg at (612) 626-0961 or Betty Aune at 624-6884.

UNIVERSITY OF MINNESOTA Vol. 1, No. 4 • April/May 1994

STUDENT AFFAIRS

Community

First leadership and disability institute sponsored by 'U'

Disability Services announces the First National Summer Institute on Disability and Leadership, to be held at the University, August 1-7, 1994. Twelve student-staff teams from colleges and universities around the country will be selected to participate in intensive theoretical and practical training to cultivate leadership skills for disabled students and student affairs staff who work with them. The Institute is sponsored by Project LEEDS (Leadership Education to Empower Disabled Students), established by Disability Services and the Disabled Student Cultural Center and funded by the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education. Contact Project LEEDS, voice/TTY, 626-0961; e-mail, leeds@disserv.stu.umn.edu.

Latest Developments
A newsletter of the Learning Disabilities Special Interest Group
AHEAD
Association on Higher Education And Disability

Project Promotes Leadership Development

By Betty Aune and Stephanie Agresta
University of Minnesota

In recent years, a great deal of emphasis has been placed on developing the self-advocacy skills of students with disabilities so that they can identify and request needed services and accommodations. However, very little attention has been paid to developing leadership skills of students so that they can effect change on their campuses and in their communities. Professional staff can play a unique role in empowering students to effect institutional change by serving as role models, catalysts, and partners. Their knowledge of the campus environment, hierarchy, and power structure can be invaluable in assisting students to make lasting changes on campus.

The University of Minnesota's Project LEEDS (Leadership Education to Empower Disabled Students), a project funded by the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education, is currently in its second year of working to develop leadership potential and opportunities for students with disabilities. The LEEDS model promotes the collaboration of students and staff as change agents at their home institutions, and uses this alliance to maximize the personal and professional resources of both groups. The design of the program is based on recent research on organizational change, which emphasizes the importance of promoting broad involvement; using a collaborative team approach; viewing the organization from multiple paradigms; seizing problems as opportunities; and tapping the creative tension between vision and reality.

Last August, the University of Minnesota was host to the first national "Institute on Disability and Leadership." Sixteen teams (one student and one student affairs professional) from around the nation gathered to explore issues of leadership and identity formation, the nature of power and disability, tools for community building, the dynamics of organizational change, and the synergy of alliance. In addition, participants developed concrete campus-specific action plans to improve campus climate for disabled students. Project LEEDS staff continue to provide technical assistance to past participants and maintain communication among Institute alumni. Regional conferences on leadership for high school and college students with disabilities are slated for the fall of 1995.

Project LEEDS is currently seeking team participants for next summer's national institute, to be held in June, 1995. Students with learning disabilities are especially encouraged to apply as they were under-represented at last year's Institute. AHEAD members will receive a brochure/application in January. Contact the Project LEEDS office if you have not received one by mid January (phone: 612-626-0961; e-mail: leeds@disserv.stu.umn.edu).

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UNIVERSITY OF MINNESOTA

Twin Cities Campus

Project LEEDS

Disability Services
Office of Vice President for Student Affairs

340 Coffman Memorial Union
300 Washington Avenue S.E.
Minneapolis, MN 55455

Voice/TTY: 612-626-0961
Fax: 612-624-9124
E-mail: leeds@disserv.stu.umn.edu

For immediate release
December 5, 1994

Contact: Stephanie Agresta (612) 625-0673
E-mail: leeds@disserv.stu.umn.edu

UNIVERSITY OF MINNESOTA'S DISABILITY SERVICES ANNOUNCES SECOND NATIONAL INSTITUTE ON DISABILITY AND LEADERSHIP

MINNEAPOLIS, MN - PROJECT LEEDS, Leadership Education to Empower Disabled Students, a project funded by the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education, is currently seeking college student-staff team applications for the second national "Institute on Disability and Leadership," to be held in Minneapolis in June, 1995. PROJECT LEEDS provides leadership training by and for students with disabilities in American colleges and universities, who then work to effect change regarding disability issues at their home institutions. Student-staff teams from 12 colleges and universities will be chosen to participate in the Institute. Applications are available from PROJECT LEEDS and are **due March 1, 1995.**

Developing leadership and self-determination skills of students with disabilities is especially important given current trends in education. Despite legislation providing full access to higher education for individuals with disabilities, few efforts have been made to prepare youth and young adults with disabilities to function effectively in leadership roles. The mission of PROJECT LEEDS is to cultivate and support a cadre of disabled student leaders who are grounded in and who derive their leadership identity from the American Disability Culture.

At this year's Institute, participating teams will gather to examine issues of leadership and identity formation, the nature of power and disability, organizational change theory, tools for community building, and the synergy of alliance. In addition, participants will have a hands-on opportunity to practice the leadership theory and skills explored at the Institute through the creation of campus action plans to effect change regarding disability issues at their home institutions.

In addition to the Institute, PROJECT LEEDS has established "LEEDS-LIST," a listserv on the Internet to maintain communication among Institute alumni, as well as to provide a forum for technical assistance. PROJECT LEEDS participants and staff are also planning regional conferences on disability and leadership, and producing a curriculum manual for broad distribution.

The University of Minnesota is an equal opportunity educator and employer.
This material is available in alternative format from PROJECT LEEDS on request.

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Student
LEADER

Volume 5, Number 1 January 1995

Disability and leadership

Next June, the U. of Minnesota's Project LEEDS (Leadership Education to Empower Disabled Students) will hold its second national "Institute on Disability and Leadership."

Twelve student-staff teams will be chosen for the institute, which provides leadership training for students with disabilities.

Participants need only pay for transportation to and from the institute. Applications are due March 1, 1995.

Contact: Stephanie Agresta, Project LEEDS, Disability Services, [illegible] Coffman Memorial Union, U. of Minnesota, 300 Washington Ave. SE, Minneapolis, MN 55455; Ph: 612/626-0961 (voice/TTY); Fax: 612/624-9124; Email: leeds@disserv.stu.umn.edu.

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National
ON-CAMPUS REPORT
The top information source for student affairs professionals

Volume 23, Number 1 January 2, 1995

Helpful RESOURCES

Disability and leadership

Next June, the U. of Minnesota's "Project LEEDS" (Leadership Education to Empower Disabled Students) will hold its second annual "Institute on Disability and Leadership."

Twelve student-staff teams will be chosen for the institute, which provides leadership training for students with disabilities. Participants need only pay for transportation to and from the institute.

The exact dates for the institute haven't been set, but applications are due March 1, 1995.

Contact: Stephanie Agresta, Project LEEDS, Disability Services, 340 Coffman Memorial Union, U. of Minnesota, 300 Washington Ave. SE, Minneapolis, MN 55455; Ph: 612/626-0961 (voice/TTY); Fax: 612/624-9124; Email: leeds@disserv.stu.umn.edu.

THE CLASSIFIEDS

EDUCATION

THE UNIVERSITY OF MINNESOTA'S Project LEEDS (Leadership Education to Empower Disabled Students) is currently seeking college student/staff team applications for the second national "Institute on Disability and Leadership," to be held in Minneapolis in June 1995. Project LEEDS, funded by the Dwight D. Eisenhower Leadership Development Program, provides leadership training by and for students with disabilities in American universities, and works to effect change regarding disability issues at their home institutions. Teams consisting of both a college student and a student affairs professionsal will be chosen to participate in the Institute. **Applications are due March 1, 1995.** For further information and an application, please contact Project LEEDS at 612/626-0961. E-mail users: leeds@disserv.stu.umn.edu.

RADIO

CHRY 105.5 FM in North York, Ontario, Canada, produces a weekly half-hour program called Ability Watch, highlighting issues of accessibility and other concerns facing people with disabilities in our community. Ability Watch airs every Friday at 3:30 p.m.

CALL FOR PAPERS

THE SOCIETY FOR DISABILITY STUDIES eighth annual meeting will be held in Oakland, CA, June 15-17, 1995. To have a paper or panel considered for presentation, submit a 1-2 page abstract and SASE by January 15 to SDS Program Committee, attn: Susan Stoddard, c/o InfoUse, P.O. Box 544, Larkspur, CA 94977-0544. Of particular interest are proposals addressing emerging issues of disability policy such as health reform and health insurance, and sensitivity to racial/ethnic minority and gender issues. For further information, call Susan Stoddard at 510/549-6520, fax 510/549-6512.

WRITING CONTEST

THE NATIONAL FEDERATION OF THE BLIND Writers' Division will again sponsor poetry and fiction contests. **Deadline for both is May 1, 1995.** A $5 entry fee is required for each submission. Cash prizes will be awarded. For complete rules, contact (for poetry) Loraine Stayer, 2704 Beach Drive, Merrick, NY 11566 or (for fiction) Tom Stevens, 1203 Fairview Rd., Columbia, MO 65203.

PUBLICATIONS

GAY/BISEXUAL DISABLED AND NONDISABLED MEN meet or correspond through ABLE-TOGETHER, an international quarterly newsletter and personal ads. ABLE-TOGETHER, P.O. Box 460053, San Francisco, CA 94146; 415/522-9091.

THE SECOND EDITION OF *A Guide to Guide Dog Schools* by Ed and Toni Eames is now available. It describes 14 U.S. and two Canadian training programs and includes both general information on human/guide dog partnership and specifics on acquisition, training, matching dogs and students, residential arrangements, etc., for each program. Available in standard print or on computer disk (3-1/2 or 5-1/4") for $10. Make check to Disabled on the Go (DOG) and send to Ed and Toni Eames, 3376 North Wishon, Fresno, CA 93704-4832. Cassette and braille versions being produced by National Library Service; contact local NLS branch about availability.

COMPUTER GROUP

DISABILITIES CONNECTION is a 24-hour on-line computer bulletin board group organized by people with disabilities and geared to disability issues. Like a coffee shop in a small town, it's a place to go anytime to meet, talk, argue, debate issues important to you - you decide the topics. Open to disabled and nondisabled individuals, Disability Connection is affordable and easy to use. Interested? Call Stephen LaBossiere, 1-800-588-7602.

CLASSIFIED ADVERTISERS, PLACE YOUR AD on *The Disability Rag's* Classified Page. One-time insertion, $1.00 per word personal, $1.50 per word commercial; discounts for multiple insertions. Send your ad and check, payable to *The Disability Rag*, to *The Disability Rag*, P.O. Box 145, Louisville, KY 40201

The Disability Rag cannot vouch for and is not responsible for any of the publications, products, services, etc. represented in the advertisements it publishes.

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For fastest service, attach your current address label (from back of *Rag*) here and fill in your new address and mail to:
The Disability Rag Subscriptions, 1962 Roanoke, Louisville, KY 40205

NEW ADDRESS:
NAME ____________________
ADDRESS ____________________
CITY ____________ STATE ___ ZIP ____________

NASPA
Student Affairs Administrators in Higher Education

FORUM

A Newsletter of the National Association of Student Personnel Administrators

Calendar

March 1
Application Deadline. Project LEEDS

The University of Minnesota's Project LEEDS (Leadership Education to Empower Disabled Students) seeks student/staff team applications for the second national Institute on Disability and Leadership. For more information and an application, contact Project LEEDS by phone, 612/626-0961, or e-mail, leeds@disserv.stu.umn.edu

March 3-5
"Changing the Academic Workplace for the 21st Century," Tampa, Florida

NEA's annual higher education conference will focus on the balance of teaching, research, and service. To register or obtain more information, phone NEA's Office of Higher Education, 202/822-7162.

March 15-19
"Equalizing Opportunities," Washington, D.C.

NAFEO's 20th national conference on blacks in higher education. For program and registration information, contact NAFEO, 202/543-9111.

March 17-19
"Understanding Islam and Muslim Students," Dearborn, Michigan

This workshop will offer an overview of Islam and cover related cross-cultural issues. For workshop registration materials and travel grant information, contact Elizabeth Bell at NAFSA, 202/462-4811.

March 23-26
"The Promise of Challenge," San Diego, California

NASPA's 1995 national conference. Registration information has been mailed to NASPA members. For additional information, call the NASPA office, 202/265-7500.

April 6-8
"The Virtual Campus: Creating Feminist Perspectives," San Luis Obispo, California

For a brochure and registration information, call Devon Shearer at the Office of Conference Services at Cal Poly, 805/756-7600. ◆

Honoring Learning in the Academy

Reflections from the Mountain

The 19th Stevens Institute will feature prominent faculty, including George Kuh of Indiana University, James Lyons of Stanford University, Jo Anne Trow of Oregon State University, and Elizabeth J. Whitt of the University of Illinois.

Won't you join us to debate student learning, institutional values, and reflect from Mt. Hood?

If interested or if you wish to nominate a colleague, contact John Halstead at 207/581-1430.

Volume 15, Number 5

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February 1995

UNIVERSITY OF MINNESOTA

Disability Dispatch

The Student Newsletter of Disability Services *Spring, 1995*

Volunteers Sought for Institute on Disability and Leadership

Project LEEDS (Leadership Education to Empower Disabled Students), coordinated by Gene Chelberg, is now preparing to host the second **Institute on Disability and Leadership**, to be held **June 21-27, 1995**, and is seeking volunteers to assist in Institute activities. Project LEEDS hopes to further advance its goals of providing leadership training for students with disabilities, supporting efforts to create better climates for people with disabilities, and fostering alliances between disabled and nondisabled people.

The first Institute was held last August, and was considered highly successful. Judith Heumann of the U.S. Department of Education opened the Institute, and it closed with a one-woman show on the disability experience by performance artist Cheryl Marie Wade. Participants spent the week exploring power, alliance, and disability identity to develop leadership and mobilize for change. Participants of that first Institute are currently implementing plans for campus change they developed in residence last summer.

(Far left, back row) Gene Chelberg, with participants and staff from 1994 National Institute on Disability and Leadership.

People have applied from universities all over the United States for participation in this year's Institute (the deadline was March 1). Volunteers will be able to attend public events associated with the Institute, but may also be part of the Institute by supporting its activities. Volunteers will be needed for all kinds of tasks: coordinating various activities at the Institute, smoothing difficulties with hotel accommodations, photocopying, transporting supplies, gofer-ing, or just being on hand should a need arise.

For more information about Project LEEDS, and about volunteering opportunities at the Institute on Disability and Leadership, call Stephanie: (612) 625-0673 (V) or (612) 626-0961 (TTY). E-mail: stephanie_agresta@dsmail.stu.umn.edu. Project LEEDS' staff includes Project Director Betty Aune, Project Coordinator Gene Chelberg, Project Secretary Dwight Hobbes, and graduate assistants Barbara Robertson, Stephanie Agresta, and Devora Lomas.

UNIVERSITY OF MINNESOTA Vol. 2. No. 4 • June 1995

Community

A Student Affairs newsletter

Project LEEDS hosts national institute

Project LEEDS (Leadership Education to Empower Disabled Students), funded by the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education, hosted the second national Institute on Disability and Leadership June 21–27, 1995.

This year's institute included 14 student/staff teams representing colleges and universities from around the United States. The teams explored theoretical and practical perspectives of disability and leadership. Institute faculty included Judith E. Heumann, assistant secretary of the U.S. Department of Education, Office of Special Education and Rehabilitative Services.

PROJECT LEEDS
Disability Services
University of Minnesota
340 Coffman Memorial Union
300 Washington Avenue S.E.
Minneapolis, MN 55455

PROJECT LE

Leadership Education t
Empower Disabled S

To Advance A New Generation of

First National Summer Institute on
Disability and Leadership

August 1-7, 1994

Announcement
and Invitation to Apply

STUDENT AFFAIRS

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University of Minnesota announces the

First National Summer Institute on Disability and Leadership

August 1-7, 1994 **Announcement and Invitation to Apply**

OVERVIEW

Disability Services, University of Minnesota, announces the First National Summer Institute on Disability and Leadership. The residential training institute will be held at the University's Minneapolis campus August 1 - 7, 1994.

Student-Staff teams from colleges and universities are invited to apply for participation in the Institute. Costs will be shared between the Institute and participants. The Institute will provide ground transportation, six days' lodging and meals, and all other program expenses. Those attending will provide their own transportation to and from Minneapolis.

Enrollment will be limited to twelve student-staff teams. The Institute will provide students with disabilities intensive theoretical and practical training to cultivate their leadership skills. Sharing the training are college and university student affairs staff who want to work more effectively with students with disabilities as change-agents.

The Institute is hosted by Project LEEDS (Leadership Education to Empower Disabled Students), funded by the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education.

INSIDE:

Information on other activities by Project LEEDS....Details on the Institute on Disability and Leadership....Institute Application Materials....Deadlines....

Your invitation to participate in a groundbreaking

National Summer Institute on Disability and Leadership

Come join committed colleagues from around the nation in a week-long, intensive seminar to promote the leadership skills of college and university students with disabilities.

You'll experience:

-small and large group presentations from a distinguished faculty
-facilitated small group discussion
-an environment that is highly participant directed
-guidance in creating your own campus action plan to promote tangible outcomes and visible change
-opportunity for networking with other students and professionals who share the goal of leadership development
-student-specific and staff-specific meetings and sessions to focus on your issues

Who:	Twelve institutional teams, each composed of one student and one staff from two-year and four-year colleges and universities across the country
When:	August 1 arrival-August 7 departure, 1996
Where:	The Hubert H. Humphrey Conference Center on the Minneapolis Campus of the University of Minnesota (program), and the Middlebrook Hall Dormitory (lodging—private rooms)
Why:	Because it's time... because of legislative imperatives like A.D.A.... because changing the campus climate requires a new generation of leaders working cooperatively with campus professionals... because developing student leaders among students with disabilities won't happen unless we inform ourselves together, unless we act together
Cost:	The cost of the Institute has been kept to a minimum to encourage your participation! Institutional teams must provide their transportation to and from Minneapolis. All other costs—ground transportation to and from the airport or Amtrak station, meals, lodging, and incidental fees—are covered directly by the Institute.

The program:

The Institute's curriculum begins with selected themes and takes specific directions in response to participant input:

-historical perspectives—the medical model vs. the cultural/minority group model
-disability consciousness—identity, building a frame of reference for self-definition and planning
-disability pride and disability culture
-community organizing
-leadership skills building
-cooperative action models

The benefits:

For students: Building leadership skills... Exploring theoretical and practical perspectives on leadership... Navigating the spaces of power... Identifying and working with campus allies... Planning for sustained action to make change.

For staff: Serving students as allies... Creating plans for acting on commitments to campus diversity... Planning for support of future generations of disabled student leaders on campus... Networking with other student affairs professionals.

For the institution: Practical plans for implementing diversity initiatives on campus... Being part of a cutting edge national community... Commitment to real implementation of the A.D.A. and Section 504 mandates.

PROJECT LEEDS

Team Application Form

TO APPLY:
Please submit this completed form with responses to the personal statements (three total) and the two letters of recommendation. This entire application must be submitted in both a paper copy and a three and one-half inch MacIntosh or IBM diskette.

Applications must be postmarked by April 20, 1994.

Please send to:
Project LEEDS
Applications
University of Minnesota
340 Coffman Memorial Union
300 Washington Avenue, S.E.
Minneapolis, MN 55455

Applicants will be notifed in early May 1994.

STUDENT	STAFF
Name ____________	Name ____________
Address ____________	Address ____________
Street ____________	Street ____________
City ____________	City ____________
State ______ Zip Code ______	State ______ Zip Code ______
Telephone (h) ____________	Telephone (h) ____________
Telephone (w) ____________	Telephone (w) ____________
Fax ____________	Fax ____________
E mail address ____________	E-mail address ____________
Department /Center ____________	Department /Center ____________
University /College ____________	University /College ____________
Major ____________	Job title ____________
Expected Graduation Date ____________	

Project LEEDS is devoted to affirming diversity with regard to age, class, disability, ethnicity, gender, race, sexual orientation, spiritual practice, and other human differences. We invite you to share any shaping life experiences you feel might be useful to the selection committee when considering your application.

PERSONAL STATEMENTS:

I. Please describe what personal and/or professional experiences have prepared you to successfully effect change for disabled students on your campus. (Answer individually as team members; please limit your responses to 200 words.)

II. Please define what campus needs or issues you would like to address as a team and how you plan to work together to create change. (Answer jointly as a team; please limit your response to 200 words.)

LETTERS OF RECOMMENDATION:

Please enclose two letters of recommendation (one for each member of your team) with your completed application. Each should be written by someone with whom you have worked closely and who is aware of your capabilities and potential. The letters should assess the relationship between your leadership skills and disability consciousness and how these characteristics will make you successful in effecting change on your campus.

TEAM STATEMENT OF COMMITMENT:

If selected by Project LEEDS, we agree to:

- Conduct pre-summer institute assessment of campus issues, needs, and resources
- Attend summer institute on disability and leadership
- Develop and implement campus action plan
- Attend regional follow up workshop
- Maintain on-going interaction with Project LEEDS Internet mail list
- Work with Project LEEDS participants and staff to develop and implement regional leadership workshops for high school students with disabilities.

______________________ Student Signature

Date ______________

______________________ Staff Signature

Date ______________

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation.

This material is available in alternate formats upon request.

Please contact Dwight Hobbes, Project LEEDS, Telephone/Voice TTY: (612) 626 - 0961. Electronic mail users: leeds@disserv.stu.umn.edu

PROJECT LEEDS—*Leadership Education to Empower Disabled Students*

The University of Minnesota, funded by the U.S. Department of Education has established a national program to train students with disabilities nationwide.

The University of Minnesota's Disability Services Office, in cooperation with the Disabled Student Cultural Center, has established Project LEEDS to prepare students with disabilities from around the country for leadership roles, such as serving as student government representatives, organizing disabled student cultural centers, and serving as community leaders.

Project LEEDS is the first program in the country to provide leadership training to students with disabilities by offering:

- Institute on Disability and Leadership
- Leadership training curriculum
- Technical assistance to change agents on campuses around the country through regional technical support workshops
- Internet mail list to promote "quick response" information sharing
- Institute alumni follow-up
- High school outreach

The mission of Project LEEDS is to cultivate the leadership skills and identities of disabled students on American college campuses. "The first step to becoming an effective leader is to know who you are and where you are coming from," said Sue Kroeger, Director of Disability Services at the University of Minnesota and Principal Investigator for Project LEEDS. "Disabled people will not move forward until we have the chance to come together and celebrate the disability experience."

For further information write or call:

Project LEEDS
Disability Services
University of Minnesota
340 Coffman Memorial Union
300 Washington Avenue S.E.,
Minneapolis, MN 55455.

Voice/TTY: (612) 626 - 0961
Electronic mail users: leeds@disserv.stu.umn.edu

Project LEEDS, funded by the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education, is project #P261A30060. Federal funding is $306,010 over two years (the second year is subject to approval). This represents 92% of the project's budgeted cost.

PROJECT LEEDS
Disability Services
University of Minnesota
340 Coffman Memorial Union
300 Washington Avenue S.E.
Minneapolis, MN 55455

PROJECT LEE

Leadership Education to
Empower Disabled Stud

To Advance A New Generation o

Funded by the Dwight D. Eisenhower Leadership
U.S. Department of Education.

STUDENT
AFFAIRS

Second National Institute on Disability and Leadership

June 21 - 27, 1995

Call for Applications

BEST COPY AVAILABLE

University of Minnesota announces the

Second National Institute on Disability and Leadership

June 21 - 27, 1995

Call for Applications

OVERVIEW

Disability Services, University of Minnesota, announces the Second National Institute on Disability and Leadership. The residential training institute will be held in Minneapolis, June 21 - 27, 1995.

Student/staff teams from colleges and universities are invited to apply for participation in the Institute. Costs will be shared between the Institute and participants. The Institute will provide ground transportation, six days' lodging and meals, and all other program expenses. Those attending will provide their own transportation to and from Minneapolis.

Enrollment will be limited to twelve student/staff teams. The Institute will provide students with disabilities intensive theoretical and practical training to cultivate their leadership skills. Sharing the training are college and university student affairs staff who want to work more effectively with students with disabilities as change agents.

The Institute is hosted by PROJECT LEEDS (Leadership Education to Empower Disabled Students), funded by the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education.

"The PROJECT LEEDS experience has given me a better realization of how powerful students with disabilities on campuses are. I'm realizing that I can rely on students more than I have in the past and, in a broader sense, help them to develop leadership skills to use not only on-campus, but in life."

-PA, student affairs professional in Minnesota
1994 Institute participant

"As a result of this experience I'll take back a greater sense of pride about being disabled. That pride has always been part of who I am, but until now, I've never felt like I really could be a leader, and at the Institute I learned that anyone can lead: it takes persistence."

-IK, first-year student in California
1994 Institute participant

INSIDE:

Information on other activities by PROJECT LEEDS....Details on the Institute on Disability and Leadership....Institute Application Materials....Deadlines....

Your invitation to participate in the

National Institute on Disability and Leadership

Come join committed colleagues from around the nation in a week-long, intensive seminar to promote the leadership skills of college/university students with disabilities.

You'll experience:

- small and large group presentations from a distinguished faculty
- facilitated small-group discussion
- an environment that is highly participant-directed
- guidance in creating your campus action plan to promote tangible outcomes and visible change
- opportunity to network with other students and professionals whose goal is leadership development
- student-specific and staff-specific meetings and sessions to focus on your issues

Who: Twelve institutional teams, each composed of one student and one staff member from two-year and four-year colleges and universities across the country

When: Wednesday, June 21 - Tuesday, June 27, 1995

Where: The University of St. Thomas, Minneapolis Campus
The Hotel Luxeford Suites, Downtown, Minneapolis

Why: Because it's time....because of legislative imperatives like A.D.A....because changing the campus climate requires a new generation of leaders working cooperatively with campus professionals.... because developing student leaders among students with disabilities won't happen unless we inform ourselves together, unless we act together.

Cost: The cost of the Institute has been kept to a minimum to encourage your participation! Institutional teams must provide their transportation to and from Minneapolis. All other costs—ground transportation to and from the airport or Amtrak station, meals, lodging, and program costs—are covered directly by the Institute.

The program:

The Institute curriculum begins with selected themes and takes specific directions in response to participant input:

- historical perspectives—the medical model vs. the cultural/minority group model
- disability consciousness—identity, building a frame of reference for self-definition and planning
- disability pride and disability culture
- community organizing
- leadership theory and skills building
- cooperative action models
- organizational change theory
- building alliances among disabled and non-disabled people

The benefits:

For students: Building leadership skills....Exploring theoretical and practical perspectives on leadership....Navigating the spaces of power....Identifying and working with campus allies....Planning for sustained action to make change

For staff: Serving students as allies....Creating plans for acting on commitments to campus diversity....Planning for support of future generations of disabled student leaders on campus...Networking with other student affairs professionals

For the institution: Practical plans for implementing diversity initiatives on campus....Being part of a cutting edge national community....Commitment to real implementation of the A.D.A. and Section 504 mandates

PROJECT LEEDS

Team Application Form

TO APPLY:

Please submit this completed form with responses to the personal statements on the next page and one letter of institutional support. This entire application must be submitted in both a paper copy and a three and one-half inch MacIntosh or IBM diskette. Please clearly label all materials, including diskettes, with the names of applicants and home institution.

Applications must be postmarked by March 1, 1995.

Please send to:

PROJECT LEEDS
Applications
University of Minnesota
340 Coffman Memorial Union
300 Washington Avenue, S.E.
Minneapolis, MN 55455

Applicants will be notified in early May.

STUDENT	**STAFF**
Name ______________________	Name ______________________
Address ______________________	Address ______________________
Street ______________________	Street ______________________
City ______________________	City ______________________
State________ Zip Code________	State________ Zip Code ________
Telephone (h)________________	Telephone (h) ________________
Telephone (w) ________________	Telephone (w) ________________
Fax ______________________	Fax ______________________
E-mail address ________________	E-mail address ________________
Department /Center ________________	Department /Center ________________
University /College ________________	University /College ________________
Major ______________________	Job title ______________________
Expected Graduation Date ______________	

PERSONAL STATEMENTS: Questions 1, 2 and 3 should be answered individually by both team members. Question 4 should be answered jointly as a team.

1. What leadership experiences do you have (i.e., participation in campus or community activities in any capacity or role)? (Limit: 200 words per team member)

2. What does the experience of disability mean to you? (Limit: 200 words per team member)

3. PROJECT LEEDS is devoted to affirming diversity with regard to age, class, disability, ethnicity, gender, race, sexual orientation, spiritual practice, and other human differences. Please share any shaping life experiences you feel might be useful to the selection committee when considering your application. (Limit: 200 words per team member)

4. Please describe the campus climate for disabled students at your institution. What are priority disability-related issues and needs on your campus? We are interested in the perspectives of both the student and student affairs professional, so please respond jointly to this question. (Limit: 500 words total)

LETTER OF INSTITUTIONAL SUPPORT:

Please enclose a letter of institutional support for your team's participation in PROJECT LEEDS with your completed application. If you are unable to obtain a letter of support for some reason, please describe the challenges and issues your team faces regarding administrative support with respect to the campus climate at your institution.

TEAM STATEMENT OF COMMITMENT:

If selected by PROJECT LEEDS, we agree to:

- Conduct pre-Institute assessment of campus issues, needs, and resources
- Attend Institute on Disability and Leadership
- Develop and implement campus action plan
- Maintain on-going interaction via PROJECT LEEDS Internet mail list
- Work with PROJECT LEEDS participants and staff to develop and implement regional leadership conferences for students with disabilities
- Pursue all PROJECT LEEDS activities as full partners

______________________	______________________
Student Signature	**Staff Signature**
Date ______________	**Date** ______________

This material is available in alternate formats upon request.

Please contact PROJECT LEEDS, Telephone/Voice TTY: (612) 626-0961. Electronic mail users: leeds@disserv.stu.umn.edu

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation

PROJECT LEEDS—*Leadership Education to Empower Disabled Students*

The University of Minnesota, funded by the U.S. Department of Education, has established a national program to train students with disabilities and student affairs professionals.

The mission of PROJECT LEEDS is to cultivate the leadership skills and identities of disabled students on American college campuses. *"Building community is the most important thing a good leader can do. Without a credible, respected, value-based community, it will be difficult for us to be effective leaders,"* said Sue Kroeger, Director of Disability Services at the University of Minnesota and Principal Investigator for PROJECT LEEDS.

PROJECT LEEDS prepares students with disabilities from around the country for leadership roles, such as serving as student government representatives, organizing disabled student cultural centers, and serving as community leaders. This unique program also prepares student affairs professionals to serve as agents of campus change and to develop strategies for improving the campus climate for disabled students.

PROJECT LEEDS is the first program in the country to provide leadership training to students with disabilities and student affairs professionals by offering:

- Institute on Disability and Leadership
- Leadership training curriculum
- Regional conferences on disability and leadership
- Internet mail list to promote "quick response" information sharing
- Technical assistance to Institute alumnae/i

For further information write or call:

PROJECT LEEDS
Disability Services
University of Minnesota
340 Coffman Memorial Union
300 Washington Avenue S.E.
Minneapolis, MN 55455.

Voice/TTY: (612) 626-0961
Electronic mail users: leeds@disserv.stu.umn.edu

PROJECT LEEDS, #P261A30060, is funded by the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education. Federal funding is $306,989 over two years. This represents 90% of the project's budgeted cost.

D. Institute

- Faculty Rosters (1994 & 1995)
- Pre-Institute Readings Cover Sheets (1994 & 1995)
- Campus Action Plan Worksheets
- Selection Criteria for Participants (1994 & 1995)
- Participant Rosters (Names, Titles, and Institutions for 1994 & 1995)
- Institute Registration Form (1995)
- Institute Schedules (1994 & 1995)

PROJECT LEEDS

Leadership Education to Empower Disabled Students

Institute on Disability and Leadership

August 1 - 7, 1994

Hubert H. Humphrey Center

Minneapolis, Minnesota

INSTITUTE FACULTY

Betty Aune
Assistant Director
Disability Services
University of Minnesota

Nick Barbatsis
Grievance Officer
University of Minnesota

Wendy Brower
Training Coordinator
Disability Services
University of Minnesota

Gene Chelberg
Coordinator
PROJECT LEEDS
University of Minnesota

Terry Collins
Professor
General College
University of Minnesota

Carol J. Gill
Director
Psychological Research
Chicago Institute of Disability Research

Billy Golfus
National Disability Awareness Project
Minneapolis

Curt Griesel
Adaptive Computer Equipment Specialist
University of Minnesota

Marta Hernandez-Sayeed
Planning Coordinator
Division of Strategic Management
Illinois Department of Rehabilitation Services

Judith Heumann
Assistant Secretary for Special Education
and Rehabilitative Services
U.S. Department of Education

Donna Johnson
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Sue Kroeger
Director
Disability Services
University of Minnesota

Paul K. Longmore
Assistant Professor
Department of History
San Francisco State University

Juan Moreno
Director
Student Diversity Institute
University of Minnesota

Faye Nelson
President
Disabled Student Cultural Center
University of Minnesota

PROJECT LEEDS

Leadership Education to Empower Disabled Students

1995 Institute on Disability and Leadership

June 21 - 27, 1995

University of St. Thomas
Minneapolis, Minnesota

INSTITUTE FACULTY

Susan Aase, M.S.
Assistant Director
Disability Services
University of Minnesota

Stephanie Agresta
Graduate Assistant
PROJECT LEEDS
University of Minnesota

Betty Aune, Ed.D.
Assistant Director
Disability Services
University of Minnesota

Amanda Babcock
Student
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Nick Barbatsis, J.D.
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University of Minnesota

Jaki Cottingham-Zierdt
Director
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University of Minnesota

Carol J. Gill, Ph.D.
President
Chicago Institute of Disability Research

Curt Griesel
Adaptive Computer Equipment Specialist
University of Minnesota

Marta Hernandez Sayeed, M.S.
Planning Coordinator
Division of Strategic Management
Illinois Department of Rehabilitation Services

Judith E. Heumann
Assistant Secretary for Special Education
and Rehabilitative Services
U.S. Department of Education

Sue Kroeger, Ed.D.
Director
Disability Services
University of Minnesota

Becky Swanson Kroll, Ph.D.
Project Associate, Rainbow Research, Inc.

Sue Lasoff, M.S.
Accessiblity Specialist, Disability Services
University of Minnesota

Devora Lomas
Graduate Assistant
PROJECT LEEDS
University of Minnesota

PROJECT LEEDS

INSTITUTE ON DISABILITY AND LEADERSHIP

READINGS

Please read the articles and chapters we've enclosed before coming to the Institute. These readings discuss leadership development, and political and cultural perspectives of disability. The issues raised by these readings form the basis for our exploration of leadership.

Included are several readings that serve as a brief introduction to leadership development. Two articles address student leadership development both within and beyond traditional campus organizations. In addition, the enclosed article by Judy Rogers will be used as a starting point for discussion about conceptualizations of leadership as they relate to leadership development.

Some of the other articles are meant to introduce you to (or further familiarize you with) socio-political perspectives of the disability experience. These articles address implications of a positive disability identity for how we may view a variety of issues, including the worth of life with a disability (Finger, 1990), telethons (Peters, 1985), rehabilitation (Hooper, 1985), and how we define disability itself (Gill, 1994). Also included are several essays written early this century by Randolph Bourne, a disabled social philosopher and writer, which will be the basis for a discussion about how his disability may have shaped his social and political thinking.

Please read all of these articles and chapters carefully, so that you will be prepared for group discussions at the Institute.

Following is a bibliography of the readings in your packet (in the order in which they are placed):

Bolte, B. (March/April, 1993). Where's our Malcolm X? *Disability Rag*, pp. 21-24.

Russell, M. (March/April, 1993). Malcolm teaches us, too. *Disability Rag*, pp. 23-24.

Hershey, L. (July/August, 1991). Pride. *Disability Rag*, pp. 1-5.

Gill, C.J. (March/April, 1994). Continuum retort--Part II. *Disability Rag,*, pp. 3-7.

Chambers, T., and Phelps, C.E. (1993). Student activism as a form of leadership and student development. *NASPA Journal*, *31*(1), 19-29.

Hooper, E.L. (Fall, 1985). No heroes. *Disability Rag*, p. 12.

Robertson, B.A. (unpublished manuscript). Disability culture, community, and pride. Developed for inclusion in PROJECT L.E.E.D.S. curriculum, Spring 1994.

Peters, A. (Fall, 1985). Telethons. *Disability Rag*, pp. 16-18.

Rosen, S.L. (Fall, 1985). Dependency. *Disability Rag*, pp. 24-26.

Rogers, J.L. (1992). Leadership development for the 90s: Incorporating emergent paradigm perspectives. *NASPA Journal*, *29*(4), 243-252.

Wallace, D., and Wallace, L. (Fall, 1985). Passing. *Disability Rag*, p. 31.

Finger, A. (March/April, 1990). A lot to learn. *Disability Rag*, pp. 26-32.

Bourne, R. (1977). The handicapped. In O. Hansen (Ed.), *The radical will: Randolph Bourne, selected writings, 1911-1918* (pp. 73-87). New York: Urizen Books.

Bourne, R. (1977). The life of irony. In O. Hansen (Ed.), *The radical will: Randolph Bourne, selected writings, 1911-1918* (pp. 134-148).

Bourne, R. (1977). Transnational America. In O. Hansen (Ed.), *The radical will: Randolph Bourne, selected writings, 1911-1918* (pp. 248-264).

Guido-DiBrito, F., and Batchelor, S.W. (1988). Developing leadership potential through student activities and organizations. In M.D. Sagaria (ed.), *Empowering women: Leadership development strategies on campus.* New Directions for Student Services, no. 44. San Francisco: Jossey-Bass.

Additional readings for staff participants:

Brown, D., Clopton, B., and Tusler, A. (1991). Access in education: Assisting students from dependence to independence. *JPED, 9*(3), 264-268.

Kalivoda, K.S., and Higbee, J.L. (no date available). Students with disabilities in higher education: Redefining access. *Journal of Educational Opportunity, 4*(1), 14-21.

PROJECT LEEDS

1995 Institute on Disability and Leadership

Pre-Institute Readings

Dear Participant of the 1995 Institute on Disability and Leadership,

Enclosed is a set of readings we would like you to read in preparation for the Institute. These readings are meant to orient you to core ideas and theories which will be raised at the Institute. These issues include (among others): Disability pride, politics, and identity, alliance between student leaders and student affairs professionals in attaining goals, student activism, leadership within organizational/cultural contexts, and issues of campus/program access at colleges and universities. The views in these readings are not set forth as *the* ways to think about the issues in these readings--rather, they are starting points for thinking and discussion. In addition to reading them before the Institute, please bring them with you so that you can review particular readings before sessions that address issues raised in those readings.

The readings are:

1) Hershey, L. (July/August, 1991). Pride. Disability Rag, pp. 1-5.
2) Shapiro, J. (1993). *No pity: People with disabilities forging a new civil rights movement* (pp. 105-144). New York: Times Books.
3) Paul, J. (1987). Team-building. *Campus Activities Programming, 20*(5), 45-48.
4) Chambers, T., and Phelps, C.E. (1994). Student activism: Impacting personal, institutional, and community change. *New Directions for Student Services, 66*, 45-57.
5) Senge, P.M. (1990). The leader's new work: Building learning organizations. *Sloan Management Review, 32*(1), 7-23.
6) West, M. Kriegel, J., Getzel, E.E., Zhu, M., Ipsen, S.M., and Martin, E.D. (1993). Beyond Section 504: Satisfaction and empowerment of students with disabilities in higher education. *Exceptional Children, 59*(5), 456-467.

WORKSHEET #1 -
CAMPUS NEEDS ASSESSMENT

Your Campus Action Plan (CAP) will be the blue print for your activities to change the campus climate for disabled students at your institution. The Campus Action Plan will also provide you with an opportunity to use the leadership skills and knowledge you gain from the Institute to continue learning about, and striving to improve leadership opportunities for disabled students.

In preparation for developing the Campus Action Plan, we ask that you conduct a needs assessment for your campus. Producing this needs assessment will involve you and your teammate collecting information about your campus. The information you collect, and the needs assessment you compose, will be the foundation from which you will develop a Campus Action Plan. Therefore you want to collect information which is relevant, useful, and thorough. The attached pages include suggested areas of research and information gathering.

Please note: All team members should be involved in the research and fact finding which will comprise your needs assessment.

Using the attached lists of suggested research areas, please prepare a campus needs assessment. Not all categories of information we have listed may be relevant to your campus, so feel free to add or ignore topic areas. In some cases, the information we suggest you gather may not be available. Developing procedures for getting this information in the future may be a need you identify as part of the needs assessment.

You may utilize any format you wish for the needs assessment, so structure it to be as useful to your team as possible.

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Suggested Content Areas for your Needs Assessment

I. Campus Profile

A. Environmental Attributes

- Physical Environment: Geographic location, significant weather conditions, proximity to urban centers, nature of community in which campus is located and any significant impact this has on your institution.
- Campus/Building Access: Campus characteristics that affect getting in, out, to and around campus buildings and grounds.
- Technology/support: Services, policies, and/or equipment that enable or prevent program access for people with disabilities (e.g., document conversion, classroom policies for people with learning disabilities, sign language interpreters, assistive listening equipment, readers, etc.).

B. Demographics

- The student body: Descriptions of the ethnicity, gender, age, graduation rates, retention rates, number of people with disabilities, types of disabilities, etc. for the student body. Include both undergraduates and graduate students.
- Campus Employees: Descriptions of the number, ethnicity, gender, number of people with disabilities, types of disabilities, etc. for the faculty, staff (academic/nonacademic) and administrators of your school.

C. Demographic Issues

- List and discuss any issues your campus is dealing with which are in some way related to the unique demographic characteristics of your institution.

D. Faculty and Staff Knowledge of Disability

- Assess the faculty and staff knowledge of disabled students' needs and opportunities including classroom accommodations, co-curricular activities, and leadership roles.

E. Campus Programs and Current Program Issues

- List and discuss campus programs which may be relevant to your action plan (for example: student development or leadership training programs; courses or programs devoted to disability).

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II. Existing Institutional Research

List relevant studies or assessments which have been conducted by your institution. For example, analyses of retention or academic issues for various student population groups, issues in faculty and staff hiring and retention, etc. Review and list those studies/reports which you feel are relevant to your team's work. Is there a need for more disability-related information to be gathered in such studies?

III. People and Groups—The Network

All institutions and communities have influential people and groups who are "in the know" about policies and politics. Those individuals along with formal or informal groups are often important to know about and work with if you want to get something done. They may act as an information source or as a key force (or barrier) in accomplishing a goal. Key informants may include administrators, faculty, student leaders, or student activities staff.

Another rich source of information about the campus climate comes from the students themselves. You may consider informally interviewing students, both disabled and non disabled, on their impressions of the opportunities and barriers faced by disabled students.

Based on what you know about your campus, as well as interviews with people who are influential on campus, list the names, phone numbers and identifying information about people and groups that can help your Campus Action Plan. In addition, list community resources or contacts that could be helpful in implementing your Campus Action Plan.

IV. Material Resources

Every campus and community has different kinds of resources that can be brought to bear on projects such as your Campus Action Plan. Please identify potential material resources and how to access them. Examples of these resources might include: small grants for educational events; office space in which to work and meet; free or reduced-cost photocopying or computer access; or free/reduced-cost mailing or publicity of any kind.

V. Other Areas

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WORKSHEET #2 -
CREATING A SHARED VISION

> *"Few, if any, forces in human affairs are as powerful as shared vision."*
> *— Peter Senge, The Fifth Discipline*

A Shared Vision Emerges....

A shared vision, which emerges from one's personal vision, can serve as the core for all the work you do as a team, and within your community. As part of the Campus Action Plan process, think about the following questions and how they can help you generate your personal vision and articulate a shared one. This shared vision can guide you towards developing the specific goals and objectives within your Campus Action Plan. This is a broader statement of what drives your plan, and all your goals and objectives should be true to the vision.

The "Vision Statement" paragraph you develop during this session should reflect the answers to these questions. In a few clear sentences, you can share with others what you are trying to accomplish and what your team is about. When articulating your vision, keep in mind how various stakeholders (i.e., students, administrators, community members, faculty) will interpret it.

Values: What is important to you? What beliefs are motivating you?

Purpose: What is the legacy you would like to leave behind?

Mission: What aspirations do you hold? In what direction are you headed?

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WORKSHEET #3 - GENERATING IDEAS!

Based on information about your campus from your campus needs assessment, briefly indicate changes or improvements that are most needed and desired on campus. After you list your ideas, you can use the space to the left for ranking them in order of urgency and feasibility. Feel free to use the back of the page should you need more space!

____ Idea #1:

____ Idea #2:

____ Idea #3:

____ Idea #4:

____ Idea #5:

____ Idea #6:

____ Idea #7:

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WORKSHEET #4 - FORMULATING GOALS & OBJECTIVES

Please take the ideas you've prioritized (on worksheet #2) and formulate them into a set of goals. Next break down each goal into specific objectives (or actions). Remember: goals are general statements of desired outcomes. Objectives are specific (and measurable) steps to be taken for achieving a goal.

EXAMPLE

Goal: To develop a policy on test taking accommodation for students with disabilities.

Objectives:

1.1 Meet with experts, faculty, and students with disabilities in a focus group to assess ideas, problems, and experiences with current test-taking procedures.
1.2 Form a small working group to develop policy
1.3 Obtain feedback on draft policy
1.4 Submit draft policy to appropriate department/committee
1.5 Receive feedback/do evaluation of policy implementation

Goal 1.0:

Specific objectives needed to achieve this goal:

1.1

1.2

1.3

1.4

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Goal 2.0:

Specific objectives needed to achieve this goal:
2.1

2.2

2.3

2.4

Goal 3.0:

Specific objectives needed to achieve this goal:
3.1

3.2

3.3

3.4

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Goal 4.0:

Specific objectives needed to achieve this goal:

4.1

4.2

4.3

4.4

Goal 5.0:

Specific objectives needed to achieve this goal:

5.1

5.2

5.3

5.4

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WORKSHEET #5 - ADDITIONAL RESOURCES & NOTES

Your needs assessment listed resources, both material and people, which you can potentially utilize when implementing your Campus Action Plan. On this worksheet you can take note of additional resources you may have overlooked, or new resources you have discovered. Also use it to take note of interesting ideas generated by your fellow team members.

Below are several types of resources to consider. You are welcome to brainstorm about any other types of resources as they occur to you!

1. Computing resources

2. Institutional staff, offices, and departments

3. Students and staff with disabilities

4. Student organizations

5. Community organizations and businesses

6. Campus and off-campus media organizations

7. Other/Notes

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WORKSHEET #6 - WRITING A CAMPUS ACTION PLAN

You can use the following format for writing a final draft of your Campus Action Plan. Most of the information you need for writing a draft of your Campus Action Plan is contained in the previous four worksheets, so have them handy as you write. Good luck and happy creating!

I. Please state the names of each team member, and your institution

II. State your vision

III. State and describe your team goals
  A) list the objectives for achieving each goal
  B) state which team member will be responsible for completing each objective
  C) state when each objective will be accomplished (see timeline)
  D) describe briefly what resources you know of and have access to which will help you achieve each goal
  E) describe what kinds of support or information you envision needing to achieve each goal (be as specific as you can)

IV. Using the blank **Timeline** list each goal and objective and specify when you expect to have each task accomplished

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WORKSHEET #7
CAMPUS ACTION PLAN PROGRESS REPORT

These CAP progress reports can serve as a way for you and your team to evaluate your work, celebrate your successes, and plan for the future. One progress report form should be used for each goal. Please clearly print or type the information. The form provides space to list your names and institution on each sheet. The team goal should be clearly and briefly stated in the upper right portion of the form. Space is also provided to list actions your team has taken, problems you have faced, and the next steps you are planning. These need not relate to each other directly, but should all focus on the stated **team goal**. Make copies of the form or use additional paper as needed. This form should be used to report on action taken, problems faced, and next steps planned for the remainder of the academic year.

In preparing this progress report:

- ANSWER JOINTLY. It is important that the team describe together the work that was done on campus.
- BE SPECIFIC when describing actions taken on campus, problems faced, and future campus action.
- KEEP A COPY OF YOUR PROGRESS REPORT as an on-going record of your accomplishments.

PROJECT LEEDS CAMPUS ACTION PLAN PROGRESS REPORT

Team Members (please type or print) **College/University**	**The Team Goal**

Action Taken	Problems Faced	Next Steps

What aspects, if any, of the Institute curriculum and or technical assistance from PROJECT LEEDS staff have been particularly helpful?	**What additional information or technical assistance can PROJECT LEEDS provide to help in achieving this goal? When would it be beneficial to receive such assistance?**

Project LEEDS
Institute on Disability and Leadership

Please bring this sheet to the Advisory Board meeting on 4/28/94.

Enclosed you will find 10 or 11 applications from student-staff teams to participate in Project LEEDS. Sorry about the delay in distributing these to you--we received the bulk of them on the very day that we wanted to get them to you, and could not process them quickly enough. ***Please read these applications thoroughly with the guidelines below in mind. This is extremely important, as the meeting will allow only about an hour to deliberate and make final decisions about who will and will not participate in Project LEEDS this summer.***

Instructions for selecting participants:
Please review all of the applications you've received and select the three applications that you feel are the best, and one alternate.

You may want to consider the following in your selections:

a) what is the team's level of disability consciousness?
b) what experience in and/or understanding of leadership does the team display?
c) does the team's action plan show potential for success in Project LEEDS?
d) do your choices reflect a relatively diverse group by your standards?

Please note: a copy of the brochure/application has been included in this packet for your reference.

You will meet in one of four small groups of people at the Thursday meeting. Your group will have all looked at the same set of applications, and you'll choose as a small group the final top three teams and an alternate team from your 10 or 11 applications. These choices will then be immediately forwarded to the whole Advisory Board for final consideration.

In your small groups, please be prepared to indicate the criteria for your selections (relative to those you did not select) in the general Advisory Board group discussion that will follow your small group deliberations. You may wish to write down reasons for your choices below and on the back of this page to refer to during this discussion. Thank you very much for your time, care, and consideration in this important selection process!

PROJECT LEEDS
1995 Institute On Disability And Leadership
APPLICATION REVIEW SHEET

Application Number_

Name of Institution______________________________

___ **YES** ___ **NO** ___ **MAYBE**

Directions
Please read each application thoroughly, considering the criteria listed after each question below.

Please make any comments in the space provided with regard to the strengths and weaknesses of each answer. After you have considered the application materials rate the overall application as YES, NO or MAYBE.

1. What leadership experiences do you have (i.e., participation in campus or community activities in any capacity or role)? (limit: 200 words).

Criteria: Please define leadership experience broadly (i.e. from parenting to service on campus and/or in the community, or participation in committees or task forces). Does the applicant's experience indicate potential to successfully take on a leadership role in implementing their Campus Action Plan? Does the applicant's experience speak to an ability to collaborate and/or work as part of a team?

Comments on Student Answer:

Comments on Staff Answer:

2. What does the experience of disability mean to you? (limit: 200 words)

Criteria: Does the applicant demonstrate a familiarity/comfort level with disability? Does the applicant's understanding of disability lend itself to a "Disability Pride" orientation?

Comments on Student Answer:

Comments on Staff Answer:

3. PROJECT LEEDS is devoted to affirming diversity with regard to age, class, disability, ethnicity, gender, race, sexual orientation, spiritual practice and other human differences. Please share any shaping life experiences you feel might be useful to the selection committee when considering your application. (limit: 200 words)

Criteria: Diversity in all of the above human differences is desired, but especially in disability, gender and race/ethnicity to the extent that we are offered this information. Does the applicant's understanding of their life experiences demonstrate a capacity for reflection and self examination? Does the applicant express an understanding of the relationship between their primary identities and their status in society?

Comments on Student Answer:

Comments on Staff Answer:

4. Please describe the campus climate for disabled students at your institution. What are priority disability-related issues and needs on your campus? We are interested in the perspectives of both the student and student affairs professional, so please respond jointly to this question. (limit: 500 words)

Criteria: Please look for inclusion of both student and staff perspectives. Does the applicant clearly articulate campus disability issues and needs? What model of disability is implicit in the types of issues they specify (e.g., they only indicate types of services needed rather than general attitude barriers on campus)?Does the applicant's description of the state of disability at their institution demonstrate compelling need to participate in PROJECT LEEDS?

Comments on Team Answer:

PROJECT LEEDS

INSTITUTE ON DISABILITY AND LEADERSHIP August 1 - 7, 1994

PARTICIPANT ROSTER

WESTERN REGION

	Student	Staff	Institution
W1	Mary Jane Lee	V. Rae Hanson	Leeward Community College
W2	Laura Clark	Darren Cecil	University of San Diego
W3	Darcee Sunke	Anthony Tusler	Sonoma State University
W4	Ivana Kirola	Geoff Brown	San Francisco State University

CENTRAL REGION

	Student	Staff	Institution
C1	Katrina Larson	Eric Sime	Anoka-Ramsey Community College
C2	Carolyn Marshall	Pat Shea	Marygrove College
		Blanche Glimps	Marygrove College
C3	Ryan Pflipsen	Paula Ahles	Moorhead State University
C4	Catherine Perel	Claire Figel	University of Colorado

EASTERN REGION

	Student	Staff	Institution
E1	Sharon Barnette	Ronni Uhland	Catonsville Community College
E2	Trip O'Dell	Lissa Knue	Xavier University
E3	Roberta Adelman	Caitlin Keelan	McGill University
E4	Christine Komoroski	Barbara Wexler	Ramapo College

SOUTHERN REGION

	Student	Staff	Institution
S1	Betty Edwards	Louis Emond	Darton College
S2	Joy Weeber	Patricia Smith	North Carolina State University
S3	Linda Mona	Kathleen Kisla	Georgia State University
S4	Amanda Babcock	Gage Paine	University of Texas

PROJECT LEEDS
1995 INSTITUTE ON DISABILITY AND LEADERSHIP
PARTICIPANT ROSTER

GROUP 1

Student	**Staff**	**Institution**
Wendy McMillan	Darcy Bower	Brandon University
Brendon R. Mooney	Maureen C. Bridger	Embry-Riddle Aeronautical University
Andrea Buonincontro	Marcia Wiedefeld	Loyola College
Pamela E. Ekstrom	Eve Nichols	Southwest State University

GROUP 2

Student	**Staff**	**Institution**
Thomas De Mar	Bridget McFadden	Community College of Philadelphia
Jill Kettleson	James Morales	University of Minnesota - Duluth
Karen S. Jago	Deb Glennen	University of North Dakota
Randi Johnson	Katie Ritland Clouse	University of Wisconsin - Eau Claire

GROUP 3

Student	**Staff**	**Institution**
Michelle Macalalad	Nancy Belowich-Negron	State University of New York at Albany
Kerry Norrgard	Carol A. Gruber	University of Iowa
Cassie Manuel	Ginny Chiaverina	University of Milwaukee

GROUP 4

Student	**Staff**	**Institution**
Lesli Faust	Terri Hedgpeth	Arizona State University
Yvonne Sebastian	Lois J. Burke	Ohio State University
Jane Albright	Suzanne Ritacca	University of Minnesota - Twin Cities

PROJECT LEEDS
1995 INSTITUTE ON DISABILITY AND LEADERSHIP
REGISTRATION FORM

DIRECTIONS: Please complete **both sides** of this registration form and return it to PROJECT LEEDS in the enclosed stamped, self-addressed envelope by **Monday, May 1, 1995**.

CONTACT INFORMATION: In the space below, please provide information on where we can contact you between May 15 and August 15, 1995.

Name ____

Street ____

____

City ______________________ State ______ Zip _______

Telephone (h) ___________________________________

Telephone (w) ___________________________________

Fax ____

University/College ________________________________

E-Mail ____

TRAVEL INFORMATION

Mode of transportation: ○ Airplane ○ Bus ○ Car ○ Train ○ Other

Expected arrival date and time ______________________________________

Expected departure date and time ____________________________________

Will you require ground transportation to and/or from the airport or bus/train station?

○ Yes ○ No

(PLEASE COMPLETE REVERSE SIDE)

PROJECT LEEDS
1995 INSTITUTE ON DISABILITY AND LEADERSHIP
REGISTRATION FORM

HOTEL INFORMATION

Participants will share 2-room suites at the Hotel Luxeford Suites in downtown Minneapolis. PROJECT LEEDS Staff will assign rooms based on the information below. Please check which of the following items describe you.

○ Male ○ Female ○ Non-Smoking ○ Smoking ○ Student ○ Staff

Do you need a disability-accessible room? ○ Yes ○ No

Please specify (i.e. wheelchair accessible room, light signals for knock on door/telephone, accessible bathroom only, shower bench, etc.)

____

____

____

INSTITUTE INFORMATION

Please check which of the following accommodations you require in order to fully access the Institute.

○ Oral interpreter ○ Tactile interpreter ○ Audiotaped materials

○ Braille materials ○ Large print materials ○ FM amplification

○ PSE interpreter ○ ASL interpreter ○ Lift equipped transportation

○ Dog guide user information ○ Sighted guides for assistance to/from sessions

○ Orientation/mobility specialist for hotel/campus

○ Lodging for a personal attendant ○ Chemical-toxin free environment

○ Dietary requirements (please elaborate) ____________________

○ Adapted computer facilities (please elaborate) ____________________

○ Other ________________________________

____

I am aware of and accept the participant obligations detailed in the PROJECT LEEDS brochure. I agree to participate in each activity and, in the event of any changes, to inform the PROJECT LEEDS Staff *in writing* immediately. The information I have supplied on this form is true to the best of my knowledge.

__________________________ ____________________

Signature Date

PROJECT LE

Leadership Educatio
Empower Disablec

Institute on Disability and

To Advance A New Generation of Leaders

BEST COPY AVAILABLE

STUDENT AFFAIRS

Disability Services

August 1-7, 1994 Minneapolis, Minnesota

PROJECT LEEDS, funded by the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education, is project #P261A30060. Federal funding is $306,010 over two years (the second year is subject to approval). This represents 92% of the project's budgeted cost.

PROJECT LEEDS

Leadership Education to
Empower Disabled Students

Institute on Disability and Leadership

August 1 - 7, 1994

Hubert H. Humphrey Center

Minneapolis, Minnesota

INSTITUTE FACULTY

Betty Aune
Assistant Director
Disability Services
University of Minnesota

Nick Barbatsis
Grievance Officer
University of Minnesota

Wendy Brower
Training Coordinator
Disability Services
University of Minnesota

Gene Chelberg
Coordinator
PROJECT LEEDS
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Terry Collins
Professor
General College
University of Minnesota

Carol J. Gill
Director
Psychological Research
Chicago Institute of Disability Research

Billy Golfus
National Disability Awareness Project
Minneapolis

Curt Griesel
Adaptive Computer Equipment Specialist
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Marta Hernandez-Sayeed
Planning Coordinator
Division of Strategic Management
Illinois Department of Rehabilitation Services

Judith Heumann
Assistant Secretary for Special Education
and Rehabilitative Services
U.S. Department of Education

Donna Johnson
Career Services Coordinator
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Sue Kroeger
Director
Disability Services
University of Minnesota

Paul K. Longmore
Assistant Professor
Department of History
San Francisco State University

Juan Moreno
Director
Student Diversity Institute
University of Minnesota

Faye Nelson
President
Disabled Student Cultural Center
University of Minnesota

INSTITUTE FACULTY - Page 2

June Nobbe
Director
Student Activities
University of Minnesota

Kevin Nutter
Program Director
Career Development Center
University of Minnesota

Rachel Parker
Coordinator
Project PRIDE
PACER Center

Barbara Robertson
Research Assistant
PROJECT LEEDS
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Cheryl Marie Wade
Performance Artist
Berkeley, CA

Linda Wolford
Student Diversity Institute
University of Minnesota

PROJECT LEEDS

Leadership Education to Empower Disabled Students

Institute on Disability and Leadership

August 1 - 7, 1994

Hubert H. Humphrey Center

Minneapolis, Minnesota

INSTITUTE SCHEDULE

MONDAY, AUGUST 1

1:00 - 7:00 PM	**Registration /Check-In**	Middlebrook Lobby
7:00 - 9:30	**Welcome Reception**	Middlebrook Terrace Room
	Introductions *Sue Kroeger*	
	Welcome *Nick Barbatsis*	
	Opening Remarks *Judith E. Heumann*	
	Program Overview *Betty Aune and Gene Chelberg*	
	Group Introductions *Linda Wolford*	
TUESDAY, AUGUST 2	**Breakfast**	Participants' Lodging
8:45 - 9:00 AM	**Introduction To Reflective Feedback Process** *PROJECT LEEDS Staff*	Hubert H. Humphrey Center Room 215
9:00 - 9:50	**KEYNOTE ADDRESS** **"From Special to Equal Members of the Human Race: Are We Going Back?"** *Carol J. Gill*	Hubert H. Humphrey Center Room 215
10:00 - 11:45	**GROUP DISCUSSION "What Is Disability?"**	Hubert H. Humphrey Center Rooms 186, 188, 205, 215
11:45 - 12:15	**BREAK**	
12:15 - 1:30	**LUNCH** Except where otherwise noted, lunches and dinners are served	
1:30 - 2:00	**BREAK** at the Hubert H. Humphrey Dining Center	
2:00 - 4:00	**Presentation/Discussion** **"Activism, Identity and Community in the 1930's: the League of the Physically Handicapped"** *Paul K. Longmore*	Rarig Center Room 525

4:00 - 4:30	**BREAK**	
4:30 - 6:00	**WORKING DINNER "Moving Toward Action"** *PROJECT LEEDS Staff*	
6:00 - 6:30	**BREAK**	
6:30	**Depart Middlebrook Hall**	
6:30 - 9:00	**SOCIAL ACTIVITY** **Sommerfest**	Peavy Plaza 11th Street & Nicollet Avenue On The Mall
WEDNESDAY **AUGUST 3**	**Breakfast**	Participants' Lodging
8:45 - 9:00 AM	**Reflective Feedback** *Participants*	Hubert H. Humphrey Center Room 215
9:00 - 11:15	**STUDENT TEAM MEMBERS** **Presentation/Discussion** **"Navigating the Spaces of Power"** *Carol J. Gill, Sue Kroeger and Gene Chelberg*	Hubert H. Humphrey Center Room 215
	STAFF TEAM MEMBERS **Presentation/Discussion** **"Uncharted Paths: A Working Philosophy of Leadership"** *Juan Moreno*	Hubert H. Humphrey Center Room 205
11:15 - 11:45	**BREAK**	
11:45 - 1:00	**LUNCH**	
1:00 - 1:30	**BREAK**	
1:30 - 3:45	**STUDENT TEAM MEMBERS** **Presentation/Discussion** **"Uncharted Paths: A Working Philosophy of Leadership"** *Juan Moreno*	Hubert H. Humphrey Center Room 205
	STAFF TEAM MEMBERS **Presentation/Discussion** **"Navigating the Spaces of Power"** *Carol J. Gill, Sue Kroeger and Gene Chelberg*	Hubert H. Humphrey Center Room 205

3:45 - 4:15	**BREAK**	
4:15 - 5:00	**LARGE GROUP DISCUSSION** *Carol J. Gill, Juan Moreno, Sue Kroeger, Gene Chelberg, Participants*	Hubert H. Humphrey Center Room 215
5:00 - 6:30	**WORKING DINNER** **Table Top Discussion on Issues of Disability and Leadership**	
6:30 - 7:00	**BREAK**	
7:00 - 9:30	**Critical viewing of film: "Women of Summer"** *Terry Collins and Marj Schneider*	Hubert H. Humphrey Center Room 205

THURSDAY, AUGUST 4

	Breakfast	Participants' Lodging
8:45 - 9:00 AM	**Reflective Feedback** *Participants*	Hubert H. Humphrey Center Room 215
9:00 - 10:30	**Presentation/Disccussion: "From Campus Action Plan To Real Change On Campus: Understanding The Dynamics of Organizational Change"** *Betty Aune*	Hubert H. Humphrey Center Room 215

(Box lunch available 11:30 to 1:30 Eat on your own)

10:45 - 12:15	**Internet Training** Blegen Hall Room 90	**Campus Action Plan Work Session** Hubert H. Humphrey Center Room 215
12:15 - 1:45	**Internet Training** Blegen Hall Room 90	**Campus Action Plan Work Session** Hubert H. Humphrey Center Room 215
1:45 - 3:15	**Internet Training** Blegen Hall Room 90	**Campus Action Plan Work Session** Hubert H. Humphrey Center Room 215
3:15 - 4:45	**Internet Training** Blegen Hall Room 90 *Curt Griesel* *Barbara Robertston*	**Campus Action Plan Work Session** Hubert H. Humphrey Center Room 215 *June Nobbe and Gene Chelberg*

4:45 - 5:15	**BREAK**
5:15 - 7:00	**WORKING DINNER/Report On Campus Action Plan** *PROJECT LEEDS Staff, Participants*

7:00 - 7:30	**BREAK**	
7:30 - 9:30	**Film/Discussion "When Billy Broke His Head and Other Tales of Wonder"** *Billy Golfus*	Hubert H. Humphrey Center Room 205
FRIDAY, AUGUST 5	**Breakfast**	Participants' Lodging
8:45 - 9:00 AM	**Reflective Feedback** *Participants*	Hubert H. Humphrey Center Room 215
9:00 - 11:15	**Presentation/Discussion** **"Tools For Community Building"** *Maria Elena Rodriguez-Sullivan and Marta Hernandez-Sayeed*	Hubert H. Humphrey Center Room 215
11:15 - 11:45	**BREAK**	
11:45 - 1:00	**WORKING LUNCH** **"Tools For Community Building"** Continued *Maria Elena Rodriguez-Sullivan and Marta Hernandez-Sayeed*	
1:00 - 1:30	**BREAK**	
1:30 - 4:30	**Discussion/Interaction** **"Exploring The Synergy Of Alliance"** *Kaia Svien*	Hubert H. Humphrey Center Rooms 205, 215
4:30 - 5:00	**BREAK**	
5:00 - 6:30	**WORKING DINNER** **Introduction to Final Presentations** *Project LEEDS Staff*	
6:30	**FREE NIGHT /No Structured Activities**	
SATURDAY AUGUST 6	**Breakfast**	Participants' Lodging
8:45 - 9:00 AM	**Reflective Feedback** *Participants*	Hubert H. Humphrey Center Room 215

9:00 - 10:15	**CONCURRENT WORKSHOPS** **Disability and Higher Education: Rights, Obligations and Opportunities** *Wendy Brower and Rachel Parker* **Juggling Life Roles** *Donna Johnson and Kevin Nutter* **Service Learning: Moving Beyond Disability As Charity** *Diane Rubright and Gene Chelberg* **How to Get Disability on Your Institution's Agenda** *Nick Barbatsis and Sue Kroeger*	Hubert H. Humphrey Center Rooms 186, 188, 205, 215
10:30 - 11:45	**CONCURRENT WORKSHOPS** *Repeat the above*	Hubert H. Humphrey Center Rooms 186, 188, 205, 215
11:45 - 12:15	**BREAK**	
12:15 - 1:45	**Box Lunch/Reflective Feedback Focus Groups**	Hubert H. Humphrey Center Rooms 186, 188, 205, 215
1:45 - 4:30	**Campus Action Plan Work Sessions**	Hubert H. Humphrey Center Room 215
4:30 - 5:00	**BREAK**	
5:00 - 7:00	**WORKING DINNER/Plan Final Presentations**	
7:00 - 7:30	**BREAK**	
7:30	**Depart for SOUTHERN THEATRE**	
8:00	**"Sassy Girl: Memoirs of a Poster Girl Gone Awry"** *Cheryl Marie Wade*	SOUTHERN THEATRE

SUNDAY
AUGUST 7

9:00 - 10:00	**Breakfast**	Middlebrook Terrace Room
10:00 - 11:30	**Final Presentations** *Participants*	Middlebrook Terrace Room
11:30 - 12:00	**Wrap-Up** *PROJECT LEEDS Staff*	Middlebrook Terrace Room
12:00	**Check-Out**	Middlebrook Lobby

PROJECT LE

Leadership Education
Empower Disablec

Institute on Disability an

June 21 - 27, 1995 Minneapo

To Advance A New Generatio

STUDENT AFFAIRS

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Disability Services

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Project LEEDS is funded by the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education.

PROJECT LEEDS

Leadership Education to
Empower Disabled Students

Institute on Disability and Leadership

June 21 - 27, 1995

University of St. Thomas
Minneapolis, Minnesota

PROJECT LEEDS
1995 Institute On Disability and Leadership
Institute Schedule

WEDNESDAY, JUNE 21

3:00 - 7:00 PM	**Check-In/Dinner On Your Own**	Hotel Luxeford Suites Lobby
7:30 - 10:00	**Welcome/Reception** Opening Remarks *John Q. Imholte, Ph.D* *Acting Vice President for Student Affairs* *University of Minnesota*	Hotel Luxeford Suites Nicollet Room

THURSDAY, JUNE 22

8:30 - 9:00 AM	**CONTINENTAL BREAKFAST**	U. of St. Thomas Room 250
9:00 - 9:30	**Welcome from the University of St. Thomas** *Karen Ristau, Ed.D.* *Associate Professor and Director* *Educational Leadership and Administration* *Graduate School of Education,* *Professional Psychology, and Social Work* *University of St. Thomas*	U. of St. Thomas Room 250
	Introduction To Reflective Feedback Process *Barbara Robertson*	U. of St. Thomas Room 250
9:30 - 10:30	**KEYNOTE ADDRESS** "Disability Identity: Igniting the Power in Labels" *Carol J. Gill*	U. of St. Thomas Room 250

10:30 - 10:45	**BREAK**	
10:45 - 12:15 PM	**Discussion** "I Don't Want To Be Normal!!???"	U. of St. Thomas Rms. 250, 252, 253, 254
12:15 - 12:30	**BREAK**	
12:30 - 1:45	**LUNCH**	U. of St. Thomas Room 204 A & B
1:45 - 2:00	**BREAK**	
2:00 - 3:15	**Presentation/Discussion** "Discovering the Potential of Alliance" *Betty Aune and Gene Chelberg*	U. of St. Thomas Room 250
3:15 - 3:30	**BREAK**	
3:30 - 5:00	**Campus Action Plan** "Moving Towards Action" *Devora Lomas*	U. of St. Thomas Room 250
5:00 - 6:00	**BREAK**	
6:00 - 7:30	**DINNER**	Hotel Luxeford Suites Nicollet Room
7:30	**Evening On Your Own**	
FRIDAY, JUNE 23 **8:30 - 9:00 AM**	**CONTINENTAL BREAKFAST**	U. of St. Thomas Room 250
9:00 - 9:30	**Reflective Feedback Process** *Participants*	U. of St. Thomas Room 250
9:30 - 10:30	**Presentation/Discussion** "Becky and George Do Leadership: Visioning, Diversity and Dialogue" *Becky Swanson Kroll and George Shapiro*	U. of St. Thomas Room 250
10:30 - 10:45	**BREAK**	
10:45 - 12:15PM	**Presentation/Discussion** "Becky and George Do Leadership..." Continued	U. of St. Thomas Room 252

12:15 - 12:30	**BREAK**	
12:30 - 1:45	**LUNCH/Table Top Discussions** A) "Increasing Faculty Awareness" *Susan Aase* B) "Grantwriting and Alternative Funding Resources" *Betty Aune* C) "New Models for Disability Service Delivery" *Sue Kroeger* D) "Hidden Disabilities" *Kathy Stark* E) "Disability and Diversity *Linda Wolford and Jaki Cottingham-Zierdt*	U. of St. Thomas Rooms 204 A & B
1:45 - 2: 00	**BREAK**	
2:00 - 3:15	Presentation (Interactive Video) "Activism, Identity, and Community in the 1930s: The League of the Physically Handicapped" *Paul K. Longmore*	U. of St. Thomas Thornton Auditorium
3:15 - 3:30	**BREAK**	
3:30 - 5:00	**Campus Action Plan** "Visioning" *Stephanie Agresta*	U. of St. Thomas Room 250
5:00 - 6:00	**BREAK**	

6:00 - 7:15	**DINNER**	Hotel Luxeford Suites Nicollet Room
8:00 - 9:30	**Video/Discussion** "When Billy Broke His Head and Other Tales of Wonder"	Hotel Luxeford Suites Nicollet Room
SATURDAY, JUNE 24		
8:30 - 9:00 AM	**CONTINENTAL BREAKFAST**	U. of St. Thomas Room 250
9:00 - 9:30	**Reflective Feedback Process** *Participants*	U. of St. Thomas Room 250
9:30 - 11:30	**Presentation/Interaction** "Navigating the Maze of Change" *Betty Aune*	U. of St. Thomas Room 250
11:30 - 11:45	**BREAK**	
11:45 - 1:00 PM	**Concurrent Sessions**	
	A) Internet Training *Curt Griesel and Barbara Robertson*	U. of St. Thomas Room LL 13
	B) Campus Action Plan Work Session *Amanda Babcock and Gage Paine*	U. of St. Thomas Room 250
1:00 - 2:15	**Concurrent Sessions Repeat**	
2:15 - 3:30	**Concurrent Sessions Repeat**	
3:30 - 4:45	**Concurrent Sessions Repeat**	
4:45 - 6:00	**BREAK**	

6:00- 7:15	**DINNER/Table Top Discussions** A) "Disability and International Exchange" *Betty Aune* B) "Starting and Developing Disabled Student Organizations" *Gene Chelberg* C) "Disability and Technology" *Curt Griesel* D) "Improving Campus Access" *Sue Lasoff*	Hotel Luxeford Suites Nicollet Room
8:00 - 9:30	**PERFORMANCE** "Belle's On Wheels" *Jaehn Clare*	Hennepin Center for the Arts Little Theatre
SUNDAY, JUNE 25		
10:00 - 11:00 AM	**BRUNCH/Reflective Feedback Process** *Participants*	U. of St. Thomas Room 204 A & B
11:00 - 11:15	**BREAK**	
11:15 - 1:30 PM	**Presentation/Discussion** "Tools For Community Building" *Marta Hernandez Sayeed*	U. of St. Thomas Room 250
1:30 - 2:00	**BREAK**	
2:00 - 5:00	**Presentation/Interaction** "Exploring The Synergy Of Alliance" *Kaia Svien*	U. of St. Thomas Room 252
5:00 - 6:00	**BREAK**	
6:00 - 7:15	**DINNER**	Old Chicago Pizza
7:15	**Evening On Your Own**	

MONDAY, JUNE 26

8:30 - 9:00 AM	**CONTINENTAL BREAKFAST**	U. of St. Thomas, Room 250
9:00 - 9:30	**Reflective Feedback Process** *Participants*	U. of St. Thomas, Room 250
9:30 - 10:45	**Concurrent Sessions**	
	A) "Getting Disability On Your Institution's Agenda" *Nick Barbatsis and Sue Kroeger*	U. of St. Thomas, Room 250
	B) "Keys to Motivation: How to Get Students Involved and Committed to Action" *Sheryl Nefstead*	U. of St. Thomas, Room 252
	C) "Constructive Conflict: Styles and Strategies for Engaged Interactions" *Toby M. Egan*	U. of St. Thomas, Room 253
10:45 - 11:00	**BREAK**	
11:00 - 12:15 PM	**Concurrent Sessions Repeat**	
12:15 - 12:30	**BREAK**	
12:30 - 2:00	**BOX LUNCH/Reflective Feedback Focus Groups**	U. of St. Thomas Rms. 250, 252, 253, 254
2:00 - 2:15	**BREAK**	
2:15 - 5:00	**Campus Action Plan** "Final Work Session"	U. of St. Thomas, Room 250
5:00 - 6:00	**BREAK**	
6:00 - 8:00	**DINNER**	Rock Bottom Brewery
8:00	**Evening On Your Own**	

TUESDAY, JUNE 27

9:00 - 10:00 AM	**Breakfast and Reflective Feedback Process** *Participants*	U. of St. Thomas Rms. 204 A & B
10:00- 11:45	**Presentations** "Campus Action Plans" *Participants and Judith E. Heumann*	U. of St. Thomas Rms. 204 A & B
11:45 -12:00 PM	**Wrap Up** PROJECT LEEDS Staff	
12:00	**Check Out and Depart For Home**	Hotel Luxeford Suites, Lobby

E. Regional Conferences

- Regional Conference Schedules
- Regional Conference Brochures

Personal Statement for Applicants

Questions 1, 2 and 3 should be answered individually by both team members. Question 4 should be answered jointly as a team. (Please address all four questions with a 1,200 word total for all three participants.)

1. What leadership experiences do you have (i.e., participation in campus or community activities in any capacity or role)?

2. What does the experience of disability mean to you?

3. Project LEEDS is devoted to affirming diversity with regard to age, class, disability, ethnicity, gender, race, sexual orientation, spiritual practice, and other human differences. Please share any life-shaping experiences you feel might be useful to the selection committee when considering your application.

4. Please describe the campus climate for disabled students at your institution. What are priority disability-related issues and needs on your campus? We are interested in the perspectives of both the student and student affairs professional, so please respond jointly to this question.

Team Statement of Commitment

If selected by Project LEEDS, we agree to:

- Conduct pre-Institute assessment of campus issues, needs, and resources.
- Attend West Coast Institute..
- Develop and implement campus action plan.

To Apply:

Please submit the personal statements outlined above and statement of commitments in writing. Clearly label all materials with the names of applicants and home institution. Applicants will be notified at the end of May.

Deadline for application is May 1, 1995

Institute Arrangements & Fees

The West Coast Institute consists of an afternoon and evening of presentations and workshops on Friday, August 4, an overnight stay at the SFSU Conference Center, and an all-day session on Saturday, August 5. The total registration fee, including program costs, lodging, and three meals is $90.00/students, and $115/staff. Fees are due upon acceptance to the Institute. Participants will be expected to participate in the entire program.

For More Information or to Apply:

Geoff Brown, Counselor
Disability Resource Center
San Francisco State University
1600 Holloway
San Francisco, CA 94132
415 338-2377 (voice), 338-7174 (TDD)

This material is available in alternate formats upon request. San Francisco State University is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, sexual orientation, religion, national origin, sex, age, marital status, disability, public assistance status, or veteran status.

Disability

Pride & Leadership

West Coast Institute
August 4 & 5, 1995

San Francisco State University
San Francisco, CA

Disability

> *"As a result of this experience I'll take back a greater sense of pride about being disabled. That pride has always been part of who I am, but until now, I've never felt like I really could be a leader, and at the Institute I learned that anyone can lead: it takes persistence.*
>
> I.K., first-year student in California
> 1994 National Institute participant

> *"The Project LEEDS experience has given me a better realization of how powerful students with disabilities on campuses are. I'm realizing that I can rely on students more than I have in the past and, in a broader sense, help them to develop leadership skills to use not only on-campus, but in life."*
>
> P.A., student affairs staff in Minnesota
> 1994 National Institute participant

Overview

Project LEEDS (Leadership Education to Empower Disabled Students), a national leadership training program announces the First Western Institute on Disability Pride and Leadership. The residential institute will be held in San Francisco, August 4 & 5, 1995.

Student/staff teams from colleges and universities are invited to apply for participation in the Institute. Enrollment will be limited to eight teams of 2 students and 1 staff. The Institute will provide students with disabilities intensive theoretical and practical training to cultivate their leadership skills. Sharing the training will be college and university student affairs staff who want to work more effectively with students with disabilities as change agents.

The Institute is hosted by San Francisco State University and sponsored by Sonoma State University, University of San Diego, and Project LEEDS. Project LEEDS, University of Minnesota, is funded by the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education.

Why You'll Want to Attend

Students

❧Build leadership skills ❧Identify and work with campus allies ❧Plan for sustained action to make change ❧Meet other students with disabilities who want to make a difference

Staff

❧Serve students as allies ❧Create plans for acting on commitments to campus diversity ❧Network with other student affairs professionals

Institution

❧Make practical plans for implementing diversity initiatives on campus ❧Be part of a cutting edge national community ❧Commit to real implementation of the A.D.A. and Section 504 mandates.

The Program

The Institute curriculum will focus on:

- Leadership Development - Strategies for implementing campus change and cooperative action models
- Historical perspectives—the medical model vs. the cultural/minority group model of people with disabilities
- Disability consciousness—identity, building a frame of reference for self-definition and planning
- Disability pride and disability culture-community organizing
- Building alliances among disabled and non-disabled people.

Pride & Leadership

Disability

Pride & Leadership

West Coast Institute
August 4 & 5, 1995

San Francisco State University

Institute sponsors

Disability Resource Center, SFSU
Project LEEDS, University of Minnesota
Sonoma State University
University of San Diego

Special thanks goes to the Office of the President & the Office of the Vice President for Student Affairs at San Francisco State University for providing signficant financial contributions to this program!

The
Disability
Resource Center
a Division of
Student Affairs
San Francisco
State University

Friday, August 4, 1995
Program Schedule

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12 noon - 2:30pm	**Check-in** - Seven Hills Center Lunch on your own.
2:30pm - 4:30pm	**Opening Session** - Seven Hills Center *Opening Welcome - Penny G. Nixon, Special Assistant to the Vice President for Student Affairs* *"An Historical Perspective on the Disability Rights Movement"* *Dr. Paul Longmore, Presenter* Dr. Longmore is a SFSU History Professor and is known nationally for developing and promoting disability studies in higher education.
4:30pm - 5:00pm	**Break**
5:00pm - 7:00pm	**Working Catered Dinner** - Seven Hills Center Introduction of the Campus Action Plan (CAP)
7:00pm - 9:30pm	**Evening Session** - Seven Hills Center *"Disability Identity"* *David Roche & Afi-Tiombe Kambon, Performers* *Darcee Sunke, Facilitator* Bay Area performance artists, Roche & Kambon will individually address disability identity and culture from their unique perspectives. We are fortunate to have their participation in a group discussion following the performance.
9:30pm - 11:00pm	**Refreshments** - Seven Hills Center

Saturday, August 5, 1995
Program Schedule

7:00 - 8:30am	**Breakfast** - City Eats Dining Center
8:30 - 10:00am	**1st Morning Session** - Nob Hill Room, Seven Hills Center *"Leadership, Disability & Power: Who Profits?"* *Gene Chelberg & Anthony Tusler, Facilitators* The varieties of power, their uses, and how to change the balance of power between dominant and non-dominant groups will be presented and discussed. Our stereotypes and assumptions about who has control and how that power is gained and shared will be examined.
10:00 - 10:30am	**Break** - (coffee, tea & juice service)
10:30am - 12:00pm	**2nd Morning Session** - Seven Hills Center *"Student Leadership: Student Roles & Staff Roles"* *Institute Planning Committee Members, Facilitators* Student and staff participants will meet in separate rooms to examine their individual roles in promoting leadership among students with disabilities on their respective campuses. Facilitators will focus discussion towards developing a realistic and tangible campus action plan.
12:00 - 1:00pm	**Working Box Lunch** - Seven Hills Center Individual teams begin to discuss the planning of a campus action plan for their respective campuses.

(schedule continued on back page)

Saturday Program Schedule Continued...

1:00 - 2:30pm **1st Afternoon Session** - Seven Hills Center

"Building Alliances Between Disabled & Non-Disabled Communities"

Kathy Martinez, Presenter

Martinez is currently working with WID (World Institute on Disability) and has spent the last 15 years breaking barriers of myth and stereotype by educating national and international audiences. This session will provide institute participants with tools for identifying a common goal, defining indicators to measure that goal, identifying barriers and resources and developing an action plan.

2:30 - 3:00pm **Break** - (cold beverage service)

3:00 - 4:30pm **2nd Afternoon Session** - Seven Hills Center

"Where From Here?"

Michael Donnelly, Presenter

Donnelly is the executive director of the Center for Independent Living in Berkeley. He will address disability rights within the context of the current shift in state and national politics. Participants will briefly explore their initial ideas of a campus action plan for their respective campuses within the large group.

4:30pm **Adjourn**

Following the institute, participants are invited to stay in close touch with each other, the institute planning committee and the institute presenters/performers. Everyone involved with the institute represents a vital network which can and will promote continued social change for students with disabilities in higher education throughout the state of California in the years to come. A contact sheet is enclosed in your institute information folder and includes the name, mailing address, telephone number and a FAX number and e-mail address (when available) of every individual involved with the institute.

Upper Midwest Invitational Conference on Disability and Leadership

CONFERENCE AGENDA

(Draft)

Thursday, October 19, 1995

11:00 -12:00	Registration
12:00 - 2:00	Lunch/Keynote
2:15 - 3:30	"Igniting the Power in Disability"
3:45 - 5:00	"Exploring the Synergy of Alliance"
5:15 - 5:45	"Moving Toward Action"
5:45 - 6:45	Dinner
7:00 - 8:30	Video: "When Billy Broke His Head..."

Friday, October 20, 1995

9:00 - 9:30	Continental Breakfast
9:30 -11:15	"Navigating the Spaces of Power"
11:30 -1:15	Box Lunch:Campus Action Plans
1:30 - 3:00	Networking/Wrap-up
3:00	Adjourn

PROJECT LEEDS

Upper Midwest Invitational Conference on Disability and Leadership

Planning Committee Members

Paula Ahles, Moorhead State University
Pete Bower, North Dakota State University
Gene Chelberg, University of Minnesota
Deb Glennen, University of North Dakota
Ryan Pflipsen, Moorhead State University

The conference is sponsored by:
Moorhead State University
North Dakota State University
University of North Dakota
PROJECT LEEDS (funded by U.S. Department of Education, Dwight D. Eisenhower Leadership Development Program)

This brochure is available in alternative format. Contact Paula Ahles at (218) 299-5859.

Moorhead State University is an equal opportunity educator and employer.

PROJECT LE
Leadership Education to Empower Disabled Stud

Upper Midwest Invitational Conference on Disability and Leadership

October 19 and 20, 1995
Moorhead, Minnesota

UPPER MIDWEST INVITATIONAL CONFERENCE ON DISABILITY AND LEADERSHIP

October 19 & 20, 1995 Comstock Memorial Union Moorhead State University

CONFERENCE SCHEDULE

Thursday, October 19

11:00 - 12:00	**Registration**	CMU 101
12:00 - 2:00	**Welcome** **Steven Butler**	CMU 101
	Lunch	
	Keynote Address **Linda Wolford**	
2:00 - 2:15	**Break**	
2:15 - 3:30	**"Igniting the Power in Disability"** **Gene Chelberg**	CMU 101
3:30 - 3:45	**Break**	
3:45 - 5:00	**"Exploring the Synergy of Alliance"** **Deb Glennen**	CMU 101 - student participants CMU 208 - staff participants
5:00 - 5:30	**"Moving Toward Action"** **Gene Chelberg**	CMU 101
5:30 - 5:45	**Break**	
5:45 - 6:45	**Dinner**	CMU 101
6:45 - 7:00	**Break**	
7:00 - 8:30	**Video, "When Billy Broke His Head..."**	CMU 101

Friday, October 20

9:00 - 9:30	**Continental Breakfast**	CMU 101
9:30 - 11:15	**"Navigating the Spaces of Power"** **Gene Chelberg and Paula Ahles**	CMU 101
11:15 - 11:30	**Break**	
11:30 - 1:15	**Box Lunch: Campus Action Plans** **Gene Chelberg**	CMU 101
1:15 - 1:30	**Break**	
1:30 - 3:00	**Regional Networking** **Gene Chelberg and Barbara Robertson**	CMU 101
3:00	**Adjourn**	

Registration Form

Institution____________ Contact Person____________

Team Members: Non-disabled student____________

Disabled student____________

Staff member____________

Address: Street____________

City/State/Zip____________

Telephone:____________ FAX____________

Registration fee for team: $50.00. Make checks payable to Darton College. Fee includes all meals and snacks. Teams are responsible for travel and lodging costs. Disability accessible rooms are available at Holiday Inn 912-883-8100 and Hampton Inn 912-883-3300. Shuttle service between the college and the hotels can be provided if necessary. **Registration deadline: December 15, 1995.**

Why Leadership Building?

+ to allow individuals with diverse disabilities to become more knowledgeable about common issues, needs, concerns, resources and opportunities which "cut across" disability lines;

+ to provide an opportunity for leadership skill development aimed at empowering participants to have even more influence over decisions which affect their lives;

+ to establish a network for better communication between individuals with differing disabilites, as well as with organizations and agencies working for and with people with disabilities;

+ to bring together those with and without disabilities to form a community committed to improving awareness of and acceptance of the rights and abilities of the disabled;

+ to provide students with and without disabilities intensive theoretical and practical training to cultivate leadership skills;

+ To prepare college and university student services personnel to work more effectively with students with disabilities as change agents;

+ to help participants develop a greater sense of pride about being disabled and to recognize their potential leadership skills.

Partially excerpted from the Dougherty Leadership Development Institute Purpose Statement.

This brochure is available in alternative formats. Call 912-430-6729 with your request.

Southeastern Conference on Disability and Leadership

February 16 & 17, 1996

Building Campus Alliances to Advance a New Generation of Disabled Student Leaders

Co-sponsored by:
-Project LEEDS
(University of Minnesota)
-Georgia State University
-Darton College

at the
Darton College
Continuing Education Center
in Albany, Georgia

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The Southeastern Conference on Disability and Leadership

Are you frustrated by your inability to develop a campus climate for acceptance of disability rights? Are you stymied in your attempts to sensitize faculty, staff, and students to disability issues? Is your campus really ADA compliant or just physically accessible?

This is your opportunity to bring a three-person team* from your campus comprised of a service provider, a disabled student, and a non-disabled student to join with teams from nine other campuses to learn how to resolve your disability issue problems. Awareness and self-advocacy are not enough. Strategies for effecting change are not enough. *First you must have leaders.*

This intensive two-day workshop is patterned after the highly successful national Leadership Education to Empower Disabled Students program (LEEDS) at the University of Minnesota. The presenters are service providers and student leaders from campuses that have already begun to make the changes your campus needs. The LEEDS leadership program has already drawn national attention, and is funded in part through the U. S. Department of Education Dwight D. Eisenhower Leadership Development Program.

Workshops, demonstrations, discussion groups, small group sessions, and planning sessions are included in this comprehensive approach. Participants will learn a lot about each other, but most importantly, they will learn much about themselves. The ten teams will form a network of mutual support and shared resources that will continue after the conference. Each campus team will learn to work within the power structure of their campus to achieve change. The teams will leave this workshop with the beginnings of a realistic action plan and with the ability to bring it to fruition.

**A two-person team comprised of a disabled student and a campus service provider is acceptable.*

Workshop Agenda

Friday, February 16

1:00-3:00p.m.	Registration, Conversation, and Light Refreshments
3:00-4:00p.m.	Opening Session: *Disability and Leadership*
4:15-5:30p.m.	First Group Session: *Disability Identity, Culture and Community -- "I Don't Want to be Normal!?!"*
5:30-6:30p.m.	Break
6:30-7:30p.m.	Dinner and Discussion: *"Institutional Climate" and Shared Vision Exercise*
8:00-9:30p.m.	Screening of film *When Billy Broke His Head and Other Tales of Wonder* followed by discussion.

Saturday, February 17

9:00-10:00a.m.	Breakfast
10:00-11:45a.m.	Second Group Session: *Exploring the Spaces of Power*
12:00-1:00p.m.	Lunch and Session: *Are You Still Where You Were Yesterday?*
1:15-2:30p.m.	Third Group Session: *Strategies for Success*
2:45-4:00p.m.	Fourth Group Session: *Campus Action Plan*
4:00-4:30p.m.	Wrap Up: *What's Next?*

Teams

The team makeup is intended to help each member understand the role the other members can and do play in effecting change. The conference sessions will foster a bond of mutual respect and understanding that teams can bring back to their home campus as a foundation for building a campus alliance to plan, prioritize, and initiate change.

Presenters

The keynote address will be delivered by Mark Johnson. Mark is presently the Coordinator of Advocacy and Community Support for Shepherd Center and a Board Member of Let's Get Together, the fiscal sponsor for the Disability Action Center of Georgia. He has a Master's in Guidance and Counseling, with an extensive background in independent living programs. He was the recipient of the Distinguished Service Award, National Council of Independent Living, in 1990 and the Americans with Disabilities Act Award for 1991.

Each session will have a presenter or facilitator who has undergone leadership training and who has been part of a campus alliance. Both students and professional staff will be utilized to provide a balanced perspective.

Registration

Return the registration form along with answers to the following questions from each participant:

1. What leadership experience do you have?
2. What does the experience of disability mean to you?

Location

Darton College is conveniently located a short distance off I-75 or can be accessed directly from routes 520 or 82. The Continuing Education Center is a recently opened facility with state-of-the-art accommodations. All of the meeting areas and rest room facilities are fully accessible. All of the hotels located close to the campus offer disability accessible rooms.

Questions

Please call Lou Emond at 912-430-6729.

Southeastern Conference on Disability and Leadership

Workshop Agenda

Friday, February 16

1:00-3:00 p.m.	Registration, Conversation, and Light Refreshments
3:00-4:00 p.m.	Opening Session: Disability and Leadership: "Take It Personally" Mark Johnson
4:15-5:30 p.m.	First Group Session: "I Don't Want to be Normal" Gene Chelberg
5:30-6:00 p.m.	Break
6:00-7:30 p.m.	Dinner and discussion: "Moving Toward Action" Kathy Kisla
7:30-9:00 p.m.	Screening and Discussion of the Film *When Billy Broke His Head and Other Tales of Wonder*

Saturday, February 17

9:00-10:00 a.m.	Breakfast
10:00-11:45 a.m.	Second Group Session: "Exploring the Spaces of Power" Kathy Kisla and Gene Chelberg
12:00-1:00 p.m.	Lunch and Discussion: "Are You Still Where You Were Yesterday?" Betty Edwards
1:15-2:30 p.m.	Third Group Session: "Strategizing for Success"
2:45-4:00 p.m.	Fourth Group Session: "Campus Action Plan" Lou Emond
4:00-4:30 p.m.	Wrap Up: "What's Next?" Gene Chelberg

F. LEEDS-List Subscription Memo

LEEDS-list is a listserv that is run by PROJECT LEEDS (Leadership Education to Empower Disabled Students), Disability Services, University of Minnesota.

Leeds-list is a forum for discussion about topics related to disability and leadership. Possible topics for discussion include: Leadership education for people with disabilities; the relevance of Disability identity, culture and pride in fostering leadership by disabled people; empowerment of people with disabilities; outreach and leadership training for high school and college students with disabilities; and technical (e.g., Internet, adaptive computing), informational (research, other forms of literature), and personal resources to support the above goals and ideas.

Subscription to this list is limited to the following: PROJECT LEEDS staff, participants in PROJECT LEEDS' Summer Institute on Disability and Leadership, Disability Services staff overseeing PROJECT LEEDS, Advisory Board members of PROJECT LEEDS, and other invited people and organizations.

To subscribe to the list, compose a message to Majordomo@disserv.stu.umn, leave the subject line blank, and type in the body of the message: subscribe LEEDS-list <your e-mail address>

The manager of LEEDS-list is Barbara Robertson, Graduate Assistant of PROJECT LEEDS. If you want to correspond directly with the list manager, send messages to barbarar@disserv.stu.umn.edu

G. Table of Trainings and Conference Presentations

Trainings

Date	Title/Topic	Presenter(s)	Audience	Attendance
R&D (Project LEEDS)				
Conferences				
10/30/94	Leadership Development (2 sessions)	*Chelberg*	Siggelkow Leadership Development Retreat	*10*
11/12/94	Project LEEDS	*Aune, Chelberg*	Project Directors Meeting, U.S. Dept. of Education	*75*
3/20/95	Applying Organizational Theory to Student Leadership Development	*Aune*	American College Personnel Association (ACPA)	*22*
3/25/95	A New Promise: Disability Culture & Campus Community	*Chelberg*	NASPA Annual Conference	*50*
3/26/95	Creating Leadership Opportunities for Disabled Students	*Cecil, Chelberg, Clark*	NASPA Annual Conference	*7*
5/5/95	Poster Session on Project LEEDS	*Aune, Chelberg*	Project Directors Meeting, U.S. Dept. of Education	*50*
5/30/95	Leadership Development School	*Chelberg*	Michigan Protection & Advocacy Leadership Development School	*9*
7/10/95	Leadership & Power	*Chelberg*	National Institute of Disability & Rehabilitative Research (NIDRR)	*25*
7/19/95	Student Leadership Development: A Key Component of a Responsive Campus	*Chelberg, Aune, & 5 Project LEEDS alum*	Association of Higher Education & Disability (AHEAD) Preconference	*30*
11/4/95	Leadership & Values	*Chelberg*	Siggelkow Leadership Retreat	*135*
11/4/95	Leadership, Identity & Values: Who are You?	*Chelberg*	Siggelkow Leadership Retreat	*6*
1/8/96	Disability & Leadership: Forging New Campus Alliances	*Chelberg, Hanson, Lee*	Pacific Rim Conference on Disabilities; Univ. of Hawaii	*8*
1/8/96	Disabled and Proud: Boldly Leading Where No One Has Lead Before	*Chelberg*	Pacific Rim Conference on Disabilities; Univ. of Hawaii	*350*
	Count for Conferences	*13*	**Total Attendance for Conferences**	*777*
Presentations				
8/2/94	Moving Toward Action	*Chelberg, VanEyck*	National Institute on Disability & Leadership, 1994	*32*

Trainings

Date	Title/Topic	Presenter(s)	Audience	Attendance
8/2/94	Introduction to Reflective Feedback Process	*Chelberg, Robertson*	National Institute on Disability & Leadership, 1994	*32*
8/3/94	Large Group Discussion	*Chelberg, Gill, Kroeger, Moreno*	National Institute on Disability & Leadership, 1994	*32*
8/3/94	Navigating the Spaces of Power	*Chelberg, Gill, Kroeger*	National Institute on Disability & Leadership, 1994	*32*
8/4/94	Report On Campus Action Plan	*Chelberg, VanEyck*	National Institute on Disability & Leadership, 1994	*32*
8/4/94	Internet Training	*Robertson*	National Institute on Disability & Leadership, 1994	*32*
8/4/94	Understanding the Dynamics of Organizational Change	*Aune*	National Institute on Disability & Leadership, 1994	*32*
8/5/94	Introduction to Final Presentations	*Chelberg, VanEyck*	National Institute on Disability & Leadership, 1994	*32*
8/6/94	How to Get Disability on Your Institution's Agenda	*Bartbatsis, Kroeger*	National Institute on Disability & Leadership, 1994	*32*
8/6/94	Service Learning: Moving Beyond Disability as Charity	*Chelberg, Rubright*	National Institute on Disability & Leadership, 1994	*32*
8/6/94	Juggling Life Roles	*Johnson, Nutter*	National Institute on Disability & Leadership, 1994	*32*
8/6/94	Disability and Higher Education: Rights, Obligations and Opportunities	*Brower, Parker*	National Institute on Disability & Leadership, 1994	*32*
10/20/94	Defining Access on Campus	*Chelberg*	San Francisco State University, Faculty, Staff and Students	*50*
10/20/94	How to Implement Change on Campus	*Chelberg*	San Fransisco State University, Disabled Students Organization	*5*
10/25/94	Disability Culture & Leadership	*Chelberg*	Sonoma State University, Society for Disability Studies	*16*
11/10/94	Project LEEDS Campus Action Plan	*Chelberg*	Georgia State University, Unbound-Disability Awareness	*7*
6/6/95	Ensuring Accessible Events	*Brower, Chelberg*	Staff/Supervisors of Hotel Luxeford Suites	*14*

Trainings

Date	Title/Topic	Presenter(s)	Audience	Attendance
6/15/95	Ensuring Accessible Events	*Brower, Chelberg*	Staff involved with LEEDS Institute at St. Thomas Universtiy	*8*
6/22/95	Discovering the Potential of Alliance	*Aune, Chelberg*	National Institute on Disability & Leadership, 1995	*28*
6/22/95	Campus Action Plan: Moving Toward Action	*Lomas*	National Institute on Disability & Leadership, 1995	*28*
6/22/95	Introduction to Reflective Feedback Process	*Robertson*	National Institute on Disability & Leadership, 1995	*28*
6/23/95	Campus Action Plan: Visioning	*Agresta*	National Institute on Disability & Leadership, 1995	*6*
6/23/95	Increasing Faculty Awareness	*Aase*	National Institute on Disability & Leadership, 1995	*28*
6/23/95	Grantwriting and Alternative Funding Resources	*Aune*	National Institute on Disability & Leadership, 1995	*6*
6/23/95	New Models for Disability Service Delivery	*Kroeger*	National Institute on Disability & Leadership, 1995	*6*
6/24/95	Improving Campus Access	*Lasoff*	National Institute on Disability & Leadership, 1995	*6*
6/24/95	Disability and Technology	*Griesel*	National Institute on Disability & Leadership, 1995	*6*
6/24/95	Starting and Developing Disabled Student Organizations	*Chelberg*	National Institute on Disability & Leadership, 1995	*6*
6/24/95	Disability and International Exchange	*Aune*	National Institute on Disability & Leadership, 1995	*6*
6/24/95	Internet Training	*Griesel, Robertson*	National Institute on Disability & Leadership, 1995	*28*
6/24/95	Navigating the Maze of Change	*Aune*	National Institute on Disability & Leadership, 1995	*28*
6/26/95	Getting Disability On Your Institution's Agenda	*Barbatsis, Kroeger*	National Institute on Disability & Leadership, 1995	*28*
6/27/95	Wrap Up	*Agresta, Aune, Chelberg, Lomas, Robertson*	National Institute on Disability & Leadership, 1995	*28*

Trainings

Date	Title/Topic	Presenter(s)	Audience	Attendance
8/4/95	Creating a Shared Vision	*Chelberg*	Disability Pride & Leadership: the West Coast Institute	*30*
8/5/95	Leadership, Disability and Power: Who Profits	*Chelber, Tusler*	Disability Pride & Leadership: the West Coast Institute	*30*
10/19/95	When Billy Broke his Head and Other Tales of Wonder	*Robertson*	Upper Midwest Invitational Conference on Disability & Leadership	*25*
10/19/95	Moving Toward Action	*Chelberg*	Upper Midwest Invitational Conference on Disability & Leadership	*25*
10/19/95	Exploring the Synergy of Alliance	*Chelberg*	Upper Midwest Invitational Conference on Disability & Leadership	*12*
10/20/95	Regional Networking and Wrap-up	*Chelberg*	Upper Midwest Invitational Conference on Disability & Leadership	*25*
10/20/95	Navigating the Spaces of Power	*Chelberg, Ahles*	Upper Midwest Invitational Conference on Disability & Leadership	*25*
10/20/95	Introduction to the Internet	*Robertson*	Upper Midwest Invitational Conference on Disability & Leadership	*25*
2/16/96	I Don't Want to be Normal!?!	*Chelberg*	Southeast Conference on Disability & Leadership	*25*
2/17/96	What's Next?	*Chelberg*	Southeast Conference on Disability & Leadership	*25*
2/17/96	Navigating the Spaces of Power	*Chelberg, Kisla*	Southeast Conference of Disability & Leadership	*25*
2/22/96	Ableism and its Manifestations	*Chelberg, Wolford*	Diversity Connections/Student Diversity Institute	*15*
	Count for Presentations	*45*	**Total Attendance for Presentations**	*1,037*
	Count for R&D (Project LEEDS)	*58*	**Total Attendance for R&D (Project LEEDS)**	*1,814*
	Grand Total Count	*58*	**Grand Total Attendence**	*1,814*

H. Media Coverage of Project LEEDS

THE
MINNESOTA DAILY

Wednesday, August 3, 1994 Volume 95, Number 173 Minneapolis-St.Paul

Program empowers physically disabled

Allison Schlesinger
Staff Reporter

Carol Gill is physically disabled, not mentally disabled.

"Being disabled is not a definition for being mentally disabled," Gill said Tuesday. "Disability is also not a definition for being invisible or powerless."

Gill, president of the Chicago Institute of Disability Research, came to the University this week to talk about empowering disabled students and bringing them out of the shadows.

> *"Every student has the potential to be a leader, with or without a disability."*
>
> **— Gene Chelberg, coordinator of Project LEEDS**

In an effort to cultivate the leadership skills of disabled students, the University's Disability Services and Project LEEDS are hosting the first National Summer Institute on Disability and Leadership.

"Every student has the potential to be a leader, with or without a disability. It's time to give disabled students the opportunity to lead and appreciate who they are," said Gene Chelberg, the coordinator of the University's Leadership Education to Empower Disabled Students project, or Project LEEDS.

The program, which started Monday and runs through Sunday, invites students with disabilities from 12 community colleges and four-year universities around the country. Each school has a representative from the faculty also attending. Participant ages range from 19 to 40 years old.

Students were selected by an advisory board at the University under the condition that each student defines what disabled students at their school need before the conference and implement the changes after the conference.

"We tried to select students who would make a difference after they went home. Leadership education is an ongoing process, not just a one week course," said Betty Aune, director of Project LEEDS.

During the week, the participants will use films, presentations and discussion groups to learn how to become a strong leader and to educate others about their disability.

In one activity, small discussion groups answer questions prepared by the larger group. Among the questions, members are asked, "What is the definition of a disability?" and, "Could a terminal illness be considered a disability?"

Members of the small groups are also asked to share personal accounts of prejudice and fear.

One woman with cerebral palsy told how waiters ask her friends what she wants to order instead of asking her directly.

Other members discussed the difference between visible disabilities, such as being confined to a wheelchair, and invisible disabilities, such as being learning-disabled.

But, most importantly, students learn to establish their own identity — without a disability.

> *"Many people in society see us as an ugly duckling, when really we should think of ourselves as a swan."*
>
> **— Carol Gill, Chicago Institute of Disability Research**

"Many people with disabilities only have that identity — a person with a disability. What we want to do is to encourage putting that aside and helping them find the power they have within," Aune said.

Gill, the seminar's keynote speaker, said that each person should not look at themselves as an "ugly duckling."

"Many people in society see us as an ugly duckling, when really we should think of ourselves as a swan," she said. "We have so many possibilities in front of us, we just have to learn to use them."

THE MINNESOTA DAILY
Friday, August 6, 1994 Volume 95, Number 174 2 Sections Minneapolis-St. Paul

Disability covered improperly by Daily

By Barbara A. Robertson

It is often the case that events in the disability community are reported by the media in ways that rely heavily on stereotypes, despite the best efforts of disabled people to push for accuracy and for respect for our viewpoints. Regrettably, this was the case in The Minnesota Daily's coverage of the Institute on Disability and Leadership taking place this week at the University ("Program empowers physically disabled," Aug. 3).

This institute, hosted by Disability Services and Project Leadership Education to Empower Disabled Students, was misrepresented in a way suggesting an over-reliance on stereotypic assumptions about disability and inappropriate value judgments about quality of life with a disability.

An important aspect of the Institute on Disability and Leadership is developing awareness of how a positive disability identity shapes and informs leadership. We believe that positive affirmation of our physical, sensory and psychological differences is not resignation to tragedy — rather, it rejects pressure to conform to arbitrary societal standards of bodily perfection. It is an assertion of our pride, completeness and acceptability as we are: disabled.

Despite the value Project LEEDS places on disabled identity, a value well represented in discussions when the Daily reporter sat in, the article reported "... most importantly, students learn to establish their own identity — without a disability."

Disability researcher and activist Dr. Carol Gill remarked in response to this reporting: "It treated the experience of disability as a problem that must be excised from people before they can find their identities and become leaders. ... Would (The Minnesota Daily) suggest that race, gender or sexual orientation must be set aside before other minority individuals can find themselves?" The stereotypical assumption that developing a healthy identity means ignoring our disabilities conflicts sharply with the perspective of many people with disabilities.

We believe that positive affirmation of our physical, sensory, and psychological differences is not resignation to tragedy — rather, it is a rejection of pressure to conform to arbitrary societal standards of bodily perfection.

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Laura Clark, a participant of the institute from San Diego State University, said, "The purpose is to establish identity with a disability — and say that I deserve the same respect as other humans. My disability is a part of me."

Participant Ryan Pflipsen of Moorhead State University added, "Disability is a major component of my life and my personhood — I am just like everyone else. I have dreams, goals and a personality."

Although nondisabled people tend to regard a disability as a deficit, and as a negative state of life, many disabled people feel that a disability actually adds to their lives. As participant Joy Weeber of North Carolina State University said, "My disability has given me strengths and wisdom that I would not otherwise have. It has helped me see the world in a much richer way, because I know many different ways to get things accomplished and see more than one perspective."

The story's headline contained another stereotype. The title, "Program empowers physically disabled," excludes disabilities that are sensory, cognitive or psychological. Not all disabilities involve using a wheelchair or crutches. Assuming they do ignores access issues of people with other disabilities that merit attention.

Regardless of the pains we take to avoid being reported in degrading, stereotypical ways, we are often subjected to yet another nondisabled reporter's assumptions of who we are.

Finally, the Daily also made several serious misattributions in its reporting. The article indicated wrongly that Dr. Gill expressed the idea that she is physically disabled, not mentally disabled. Dr. Gill responds: "I am particularly outraged by the opening quote that attributes to me a defamation of persons with cognitive disabilities. I dissociate myself from these misquotes. They impugn my professional reputation and serve to reinforce disability stereotypes that have oppressed our community through history."

Another serious misattribution involved reporting that Dr. Betty Aune, project director of Project LEEDS, said that the project encouraged disabled people to put disability aside in developing a powerful identity. Dr. Aune never made this statement, and objects to the notion that disability must be set aside in order to attain personal power. These misattributions by the Daily are serious because they misrepresent the values and perspectives of these two professionals.

Like members of other minority groups, the media continues to misrepresent disabled people in very negative ways. Regardless of the pains we take to avoid being reported in degrading, stereotypical ways, we are often subjected to yet another nondisabled reporter's assumptions of who we are. It is time for the media to listen carefully to what disabled people have to say about ourselves, our lives and aspirations, and to report it faithfully and conscientiously. When it comes to reporting about disability and disabled people, it is time for the media to get it right.

Barbara Robertson is a research assistant for Project LEEDS. Project LEEDS staff and participants of the Institute on Disability and Leadership contributed to this piece.

One person who attended a recent conference had lost a family member only

PARENTS CONTINUED ON **4B** ▶

St. Paul Pioneer Press August 5, 1994

[illegible]

Cathy Perel, a student at the University of Colorado, is attending a conference on students with disabilities.

Attitude of peers is the biggest hurdle, disabled students say

■ They would like to be recognized for abilities

NANCY LIVINGSTON STAFF WRITER

Attending college in the health-conscious '90s can be a daunting experience for the disabled.

Cathy Perel, a graduate student who is a quadriplegic, said at a University of Minnesota conference this week that she sometimes feels disapproval and even hate as she wheels around the campus of the University of Colorado in Boulder.

"Boulder is very body-oriented," said Perel, adjusting the position of her battery-powered wheelchair. "People jog, mountain climb, hike. You get the feeling that people think you didn't take care of your health. They think you ate too much red meat or not enough wheat germ."

When she attended school in Kansas, Perel said people assumed she had been in a tractor rollover. In Boulder, she said, they think she is not eating right.

These days, she said, attitude is more of a barrier than architecture, she said.

Perel is one of 16 college students participating in the first national leadership conference for disabled students this week at the Hubert Humphrey Institute at the University of Minnesota. The conference is sponsored by the university's disability and services Project LEEDS (Leadership Education to Empower Disabled Students). Students have met all week to discuss their struggle for full equality on campus. Though the 1991 Americans with Disabilities Act has given them the right to full and equal access, there is still much to be done, students said.

DISABILITIES CONTINUED ON **4B** ▶

DISABILITIES

▼ CONTINUED FROM 1B

"It's hard for people to understand that sometimes, it just happens," said Perel, who was paralyzed by a swimming accident when she was 12. "You didn't do anything. It's not your fault."

In a morning discussion called "Navigating the Spaces of Power," the students gathered in a large, sunny classroom to talk about the ups and downs of bringing about change on campus. The discussion circle included two companion dogs and eight wheelchairs.

Perel, a graduate student in philosophy, says one of her "downs" was having to wait 45 minutes in the college library because a librarian didn't think it was her responsibility to fill Perel's book request in a timely manner. Because the aisles in the stacks are too narrow to accommodate a wheelchair, librarians are supposed to get books for disabled students.

Perel said she wrote letter after letter to administrators after the incident to make sure it was not repeated. The associate dean of the graduate school finally met with the head of library services and the director of disabled services to iron out a policy.

"I impressed upon them the importance that they do this," said Perel. "I also told them I would file (a lawsuit) if they did not."

Students agreed that threatening to file an ADA lawsuit is generally better than actually filing one. Perel noted that it can take up to two years for action if the matter goes to court.

"People with disabilities are not at the top of the power structure," said Carol Gill, a group leader and president of the Chicago Institute of Disability Rearch. "But there is a great deal of power that can be mined out of yourself by getting in touch with who you are and projecting, asserting that out to the general community."

Amanda Babcock has earned two degrees from the University of Texas. She is deaf. Babcock said she hates it when able-bodied people refer to disabled people "overcoming" their disabilities to achieve something.

"Sure, it is a big deal to graduate with two degrees when most deaf people have third-grade reading levels," she said. "But I got there because of my life experience, not my disability."

Perel agreed. In her graduate school recommendations, she said some professors wrote about her accomplishments and added, "She did all this and she's in a wheelchair."

"It promotes the Super Gimp thing," said Perel. "It's like people don't expect you to accomplish anything. They think it's remarkable that you ever leave the house."

"I Did It My Way" is a better theme song than "We Shall Overcome," she said.

UNIVERSITY OF MINNESOTA

Vol. XXIV No. 28
Aug. 10, 1994
Editor: Maureen Smith (612) 624-2801

*This publication is available in alternative formats upon request.
Call University Relations at (612) 624-6868.*

brief

A weekly internal bulletin serving all campuses

Disability Services and Project LEEDS (Leadership Education to Empower Disabled Students) hosted the first-ever National Summer Institute on Disability and Leadership last week (Aug. 1-7).

Bridges

Volume 2, Issue 1 - Fall 1994

The Newsletter of the Disabled Student Cultural Center
Connecting Across Communities, Cultures, and Disabilities

Project LEEDS' Summer Institute

Disability Services and the DCSS has established Project LEEDS to prepare stuents with disabilites for leadership roles. Their mission is to cultivate the leadership skills and identities of disabled students in college. "The first step to becoming an effective leader is to know who you are and where you are coming from," said Sue Krueger, Director of Disability Services and Principal Investigator for Project LEEDS. "Disabled people will not move forward until we have the chance to come together and celebrate the disability experience."

The project included a national summer institute on disability and leadership. The participants from various colleges and universities, U.S. and Canada, explored themes like historical perspectives, disability consciousness, and disability pride and culture. Highlights included presentations by Paul LOngmore and Carol Gill, sessions on "alliance building" by Kia Svien, and "tools for comunity building" by Marta Hemandez Sayeed from Chicago's Illinois Fiesta Educativa.

To cap off the event, Southern Theater provided a public venue for Cheryl Marie Wade, a disabled performance artist from California. See our next issue, as well as inside for more details and commentary from those who attended the LEEDS institute and last summer's Disabled and Pround Conference.

LEEDS: A participant's view

By Catherine S. Perel

What an opportunity Project LEEDS gave me! It helped me on two levels: personal and professional.

On the personal side, I was introduced to and immersed in the disability culture for the first time. After being disabled (quadriplegic) for sixteen years, it was refreshing to be with others as myself. I was confronted with such issues as disability identity, pride, and self-acceptance in a new way. It has caused me to reevaluate myself, the world, and my place in it.

Professionally, I feel more connected with other disabled students. After being isolated on my campus (University of Colorado at Boulder) in the struggle for accessibility, LEEDS allowed me to get an overview of the movement, something which I was lacking.

I want to thank everyone who was a part of project LEEDS, it made a difference!

UNIVERSITY OF MINNESOTA

Disability Dispatch

The Student Newsletter of Disability Services *Fall, 1994*

LEEDS Summer Institute Was A Powerful Experience

This summer, 32 students and staff from 16 colleges and universities in the United States and Canada gathered at the University of Minnesota and conspired to change the world—starting on their own campuses. The event that set the stage for this revolution-in-the-making was the first national Institute on Disability and Leadership, hosted by Project LEEDS and Disability Services. Project LEEDS is funded by the Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education.

In designing and hosting the Institute, Project LEEDS had as its mission to empower disabled people by contributing to the emergence of disabled leaders. To accomplish this, we felt it was important to address a) the issue of student-staff alliance as we thought it would be needed to deal effectively with organizational aspects related to the creation of changes that are needed for disabled people on campus, b) the development of a positive disability identity, which we believe to enhance the effectiveness of disabled leaders, and c) disabled people's sense of themselves as part of a larger disability community and disability rights movement, as this could change our visions for creating change on and beyond the campus.

Informed by this philosophy, the Institute offered presentations, workshops, and films about disability identity, the nature of power and leadership, working with alliance to create change, and the organizational context within which change occurs. Participants also tele-conferenced with Paul Longmore, an assistant professor of history at San Francisco State University, for a presentation on the history of disability activism, and attended a one-woman show by National Endowment for the Arts Fellow Cheryl Marie Wade about her journey through life, and her disability experience.

In addition to the formal aspects of the Institute, student participants, all of whom are disabled, experienced the power of just being around others like themselves and forming community. Students developed a stronger sense of disability identity, and learned about others with disabilities. Staff members, most of whom are nondisabled, commented that they were beginning to comprehend how they had not been fully aware of the perspectives of disabled people before, and appreciated the new understanding that they gained at the Institute.

Participants also appreciated the sense of partnership that developed between students and staff members over the course of the Institute, an alliance that is typically more difficult to foster within the institutional context. Many teams left with a sense of mission that was truly a shared one by the end of the Institute.

Even though the Institute itself has ended, the work continues for Institute participants. Each campus team developed a Campus Action Plan to articulate and organize the activities they plan to undertake upon their return to their home campus. The overall goal that teams have is to make their campus more welcoming to people with disabilities, and to raise awareness about disability. Some specific actions some of the teams planned include Disability Awareness Day/Week, the formation of campus organizations for students with disabilities, and actions targeted at specific accommodations, like speedy snow removal at areas needed for wheelchair users.

Institute participants will be involved in activities beyond their campus setting as well. Many of them will help run conferences patterned after the Institute on Disability and Leadership, to expose high school students and students from other colleges in their areas to concepts of leadership and disability identity.

Institute participants, Project LEEDS staff, and others involved in Project LEEDS are continuing the dialogue that started during the Institute via an electronic mailing list called LEEDS-list. LEEDS-list is currently available only to Institute participants, providing a forum in which people can trouble-shoot, share victories achieved on their campus and in their community, share ideas about disability identity, community, and politics, and generally provide social support to sustain them while engaging in campus and community disability activism.

Project LEEDS and the Institute on Disability and Leadership has generated considerable interest among disabled student organizations, disability services personnel, and disability activists around the country for its potential to contribute to the advancement of people with disabilities. If a cadre of disabled leaders emerges as a result of Project LEEDS, then we at the University of Minnesota may have significant impact on the future direction of the disability rights movement. There's nothing like a front rowseat at the revolution! In the meantime, another Institute on Disability and Leadership is planned for next summer.

UNIVERSITY OF MINNESOTA

Twin Cities Campus

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FOR IMMEDIATE RELEASE
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UNIVERSITY OF MINNESOTA HOSTS 2ND NATIONAL INSTITUTE ON DISABILITY AND LEADERSHIP

Disability Services, University of Minnesota, announces the Second National Institute on Disability and Leadership, to be held in Minneapolis, June 21 - 27, 1995.

Fourteen teams of disabled students and student affairs professionals from across the country have been accepted for the 1995 Institute. The Institute will prepare students with disabilities for leadership roles, such as serving as student government representatives, organizing disabled student cultural centers, and serving as community leaders. *"Building community is the most important thing a good leader can do. Without a credible, respected, value-based community, it will be difficult for us to be effective leaders."* said Dr. Sue Kroeger, Director of Disability Services at the University of Minnesota. This unique program also prepares student affairs professionals to serve as agents of campus change and to develop strategies for improving their respective campus climates for disabled students.

Institute speakers include: Dr. Carol J. Gill, President of the Chicago Institute of Disability Research; Dr. Paul K. Longmore, Associate Professor of History at San Francisco State University, and Judith E. Heumann, Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education and co-founder of the World Institute on Disability.

The award-winning *"Belle's On Wheels"* will be performed by U of M graduate, Jaehn Clare, Saturday, June 24th, 8-9:30 PM at the Hennepin Center for the Arts Little Theatre. This event is free and open to the public.

Project LEEDS(Leadership Education to Empower Disabled Students) is funded by the U.S. Department of Education, Dwight D. Eisenhower Leadership Development Program. The Eisenhower Program is currently funding 39 leadership projects. Project LEEDS is the only disability-related project. Its mission is to cultivate and support a cadre of disabled student leaders who derive their leadership identity from the American Disability Culture.

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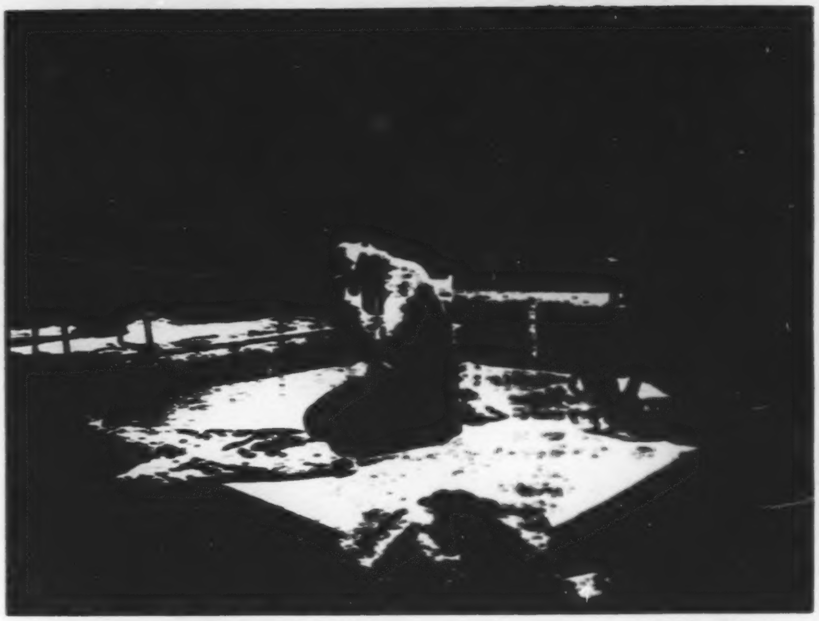
THE MINNESOTA DAILY



Photo/Charlie Gosell

EMPOWERMENT: (Right) University graduate Jaehn Clare performs a one-woman play Saturday night for Project Leadership Education to Empower Disabled Students at the Hennepin Center for the Arts. Clare wrote, produced and acted in her play, "Belle's on Wheels," which deals with cultural myths and stereotypes about people with disabilities. (Above) Participants in Project LEEDS use their diverse abilities to cross a maze without the use of sign language or speaking Saturday at the University of St. Thomas in downtown Minneapolis.

Conference preps disabled for leadership

Toya Stewart
Staff Reporter

University graduate Gene Chelberg has some pretty strong beliefs, and for the second straight year, he's put them into action by helping organize a weeklong conference designed to prepare students with disabilities for leadership roles.

Chelberg is the coordinator of the University's Project Leadership Education to Empower Disabled Students.

The second National Institute on Disability and Leadership Conference, sponsored by Project LEEDS and University Disability Services, started on June 21 and runs until Tuesday at the University of St. Thomas in downtown Minneapolis.

Chelberg, who is blind, said people with disabilities sometimes internalize what society thinks of them. Project LEEDS helps those individuals get rid of the stigmas, he said.

"Project LEEDS is a weeklong institute to explore disability leadership and continue with follow-up that lasts throughout the year."

The follow-up consists of communication through the Internet and work with regional people to form local conferences that continue working to empower future leaders.

For Amanda Babcock, who has been deaf since birth, attending the conference helped her develop resources that she can take back to the University of Texas at Austin.

"The University of Texas is so large that the problems people with disabilities encounter seem insurmountable," Babcock said. "But coming here gave me the building blocks to develop learning and coping tools to work at the problems." Babcock attended the conference last year and returned this year as both a program participant and faculty.

The conference, funded by the U.S. Department of Education's Dwight D. Eisenhower Leadership Development Program, covers all expenses for the participants except transportation. This year the conference was held at the University of St. Thomas because of the location and accessibility.

"Last year we were on the West Bank and scattered all over in different buildings and it was difficult," Chelberg said. "St. Thomas has wonderful accessibility and air conditioning."

Twenty-eight people participated in this year's institute, including two representatives from 14 schools across the country. The teams are made up of one student and one student affairs professional.

Participants came from as far away as Florida's Embry-Riddle Aeronautical University, the State University of New York at Albany and Arizona State University.

Suzanne Ritacca, a counselor at Disability Services, is one of the participants in this year's program. Ritacca has a learning disability and believes that her disability enables her to bring a diverse perspective to her peers. "I think having a disability is a strength," she said. "I'm eager to learn and be creative."

Betty Anne, project director at Disability Services, thinks that Project LEEDS builds alliances between students and staff, disabled and non-disabled. "A lot of people without disabilities are in the power positions," she said. "They need education about people with disabilities to understand them, to make education and employment equally accessible for them."

Anne added that if people fully understood disability issues there wouldn't be any issues. She hopes the participants leave the institute with a better sense of who they are and will contribute to the common good of their community.

Stephanie Agnew, who works in Disability Services, thinks the conference provides a forum that other settings don't provide for students with disabilities.

"This helps us create alliances and be aware of barriers," she said. "We're just people trying to make change. The disability movement is a social justice movement."

One of the events scheduled for the conference was a one-woman play, "Belle's on Wheels," performed by a University graduate Jaehn Clare, who is disabled. The play addressed many of the "cultural myths and stereotypes that traditionally separated people with disabilities from the mainstream of our society."

Nancy Negron, director of Disability Services at the State University of New York at Albany, thinks the institute has been very challenging. "It challenges assumptions and makes you think about attitudes," she said. "This will help implement changes at your own institutions because it helps you come up with a range of possibilities."

On Sunday, Babcock wasn't ready to go back to Texas. "It feels good to be around people who understand you. I don't have to explain my disability to anyone," she said. "I have a disability, but it doesn't have me."

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Hawaii

ANUARY 8, 1996 MONDAY AFTERNOON

Speaker offers new way to look at disabilities

They're part of the human experience, says the conference keynoter

BY HAROLD MORSE
Star-Bulletin

Gene Chelberg, who is blind, says mainstream society should look for ways to include people with disabilities.

"Disability impacts all aspects of our society, whether it's the tourism industry looking at access issues or parents dealing with education of their children with disabilities or the business community looking at hiring and providing reasonable accommodations to employees with disabilities," Cheiberg said.

Chelberg is keynoting the annual Pacific Rim Conference on Disabilities, starting today at the Sheraton-Waikiki Hotel.

The two-day conference focuses on consumer leadership, mental health, transition and supported employment, technology, inclusive schools, early childhood and aging.

There will be 80 presentations by professionals and consumers and over 60 program exhibits.

Chelberg, 28, is coordinator for Project LEEDS (Leadership Education to Empower Disabled Students) and also Engage: Disability Access to Student Life at the University of Minnesota.

A Minnesota graduate, Chelberg is also co-founder and former coordinator of the Disabled Student Cultural Center at Minneapolis, the first cultural center of its kind in the nation.

Gene Chelberg

"We have viewed disability as a deficit, something that needs to be overcome, and what I'm here to say and talk about is disability is not an individual problem. Rather disability becomes a problem when an individual with a disability interacts with society."

He said disabilities are a fact of life.

"What we have to do is move from seeing disability as an individual negative problem to seeing disability as a viable component of the human experience, something to be proud of," he said.

"No matter what we do, no matter how advanced we get technologically, we're always going to have disability. Instead of being afraid of that, let's look at that and say this is just a part of the human experience," he said.

Tomorrow's sessions are to focus on technology.

Rae Hanson, program specialist at the University of Hawaii Affiliated Programs, said more than 500 have signed up for the conference.

"Dr. Pat Morrissey, staff director, U.S. Senate Subcommittee on Disability Policy, will discuss the current state of national disability policy and legislation supporting disability programs and issues," Hanson said. "She will also share with participants the funding status for national disability programs and the impact of proposed budget cuts," she said.

Rae Hanson

Dr. Robert Cohen, director of the Virginia Treatment Center for Children, will discuss issues and impact of federal funding on child and family studies and mental health issues.

Representatives will attend from the Federated States of Micronesia, the Commonwealth of the Northern Marianas, Guam, Pohnpei, Palau, American Samoa, Australia, New Zealand, Pakistan, Canada and the U.S. mainland.

For more information, call 956-5009.

I. 1994 Institute Evaluation Data Summaries

REACTIONS TO INSTITUTE EXPERIENCES--DAY 1

- **Utility Ratings**

Activity	Number Rating (n=32)	Rating			Comments		
		Not Useful	Somewhat Useful	Very Useful	No. Making Comments	General Trend	Example
From Special to Equal Members of the Human Race	32	1	6	25	8	Positive	*•Triggered key issues for future discussion. . . clearly defined dichotomy among disabled.* *•Provided thought-provoking material that did just that. She made me think critically about my views of the disability community.*
Group Discussion--What is Disability?	32	---	12	20	5	Positive	*•Interaction comfortable enough to discuss fears and differing views.* *•Allowed personalization of issues.*
Activism, Identity and Community	31	3	13	15	4	Mixed	*•Too detailed, repetitious; talking head format good for 1/2 hour at most (what about a panel of experts interacting?).*
Moving Toward Action	29	1	11	17	4	Positive	*•Gave me a sense of accomplishing a plan.*

- **Points of High Involvement**

Activity Mentioned	Number of Participants n=29	Example Comments
From Special to Equal Members of the Human Race	15	*•She addressed issues of importance to me: identification (self and group), developing core values, community.* *•Made me think critically of my belief systems and gave a framework to do so.* *•Talked about disability culture and that inspired me because I don't get that feeling of community everyday.* *•Although I am not disabled, her references to the women's movement and racial equality issues that I have worked with made her comments engaging.*
Group Discussion--What is Disability?	14	*•I wasn't just listening but actually participating.* *•More interaction, higher comfort level in small groups.* *•People expressed their pain and sadness at disability oppression.*
Moving Toward Action	2	*•Most helpful because I feel I have the power to make a difference on my campus.*
Activism, Identity and Community	2	*•Hearing my experience spoken.*

- **Points of Low Involvement**

Activity Mentioned	Number of Participants n=28	Example Comments
Activism, Identity and Community	25	*•May have been combination of type of presentation, time of day, etc. Too much of content was overlap from morning.* *•I was very cold and found it difficult to pay attention.* *•History wasn't as interesting for me. I found the latter part engaging with discussion about issues important.* *•Video session [and] Carol Gill's address. I'm not sure why but I think I could rank them as a tie--there were so many contradictory messages--I couldn't relate to them.*
From Special to Equal Members of the Human Race	3	*•These ideas are very foreign to me and I am not at ease with much of the radicalizing implicit in some of the ideas presented.*
Moving Toward Action	2	*•The room was not conducive to small group interaction. The task could have been completed independently of the total group.*
Group Discussion--What is Disability?	1	*•Uncomfortable with being only non disabled person in group.*

- **Most Helpful**

Activity/Element/Concept Mentioned	Number of Participants n=29	Example Comments
Concept of disability community, core values.	15	*•The presentation helped me to better understand the need for a sense of community which is developing within the disabled group.* *•I think that the idea of community is a good one though I've still my doubts about culture. For so long, I've felt alone in the struggle for access as well as the mere understanding of what it means to be disabled.*
Discussions with others.	10	*•I found that the small group was most helpful because I learned about other people's thoughts and views. I find others' opinions interesting because I can put my own in perspective.*
Activism, Identity and Community	1	
Moving Toward Action	1	
Misc.	2	

- **Most Puzzling/Confusing**

Activity Mentioned	Number of Participants n=14	Example Comments
Definitions/Issues/Underlying Philosophy	4	*•I feel undercurrent that all disabilities are not perceived as equal.* *•The ambiguity of the group between the terms 'illness' and 'disability'.* *•I am still reticent to use culture . . .I'm uncertain as to what are the appropriate criteria.*
Culture	3	*•Separating oneself out in the disability culture and remaining an active part in other on-campus extra-curricular organizations I belong to because of my personal interests. I have many non disabled friends.* *•Never really considered taking pride in my disability.*
Disabled/Non disabled Issues	2	*• . . .the willingness of some non disabled professionals in our discussion groups to intellectualize our experience of disability.* *•I'm not sure where I fit into all of this as a non disabled person.*
Project Agenda	1	*•I am not clear on the agenda surrounding the political issues.*

- **To Be Pursued**

Comment Focus	**Number of Participants n=18**	**Example Comments**
Action	10	*•I hope to . . .use Carol's ideas on the process of identity building to help students find their community.* *•I want to identify a play for helping my campus develop a philosophical understanding of disability.* *•I like the idea of Disability Pride Day. I would like to play one for my community.*
Concepts	4	*•Disability culture--more about it.* *•Feeling of connection with a historical past I was unaware of; separation/individuation ideas applied to group identity.*
Insights	3	*•This is one of the first times that I have felt to be a minority in a group. I have learned a lot by listening to others' comments and feedback. This also is a new role for while I'm a good listener, I usually am a more active participant. The ABs have been quiet today.* *•I still have many issues with regard to my own disability--pride, being comfortable with myself.*
General	1	

- **Reactions to Institute Facilities, Support Services, Format**

Element	**Number of Participants**	**General Trend**
Lodging	11	Lodging and meetings should be in same location. Provide up front information about dorm accommodations: no mirrors, no automatic doors for room; bathrooms not easily accessible; public phones needed.
Format	6	More breaks and more discussion time needed.
Meals	3	Choice needed, but good. More meat at lunch, too light.
Institute Facilities	2	Rm (215) too small.
Surveys	1	Should be anonymous.
Disability Accommodations	1	Ramps too steep.

REACTIONS TO INSTITUTE EXPERIENCES--DAY 2

- **Utility Ratings**

Activity	Number Rating	Rating			Comments		
		Not Useful	Somewhat Useful	Very Useful	No. Making Comments	General Trend	Example
Navigating the Spaces of Power	30	1	5	24	7	Positive	*•Provided broader view of how power operates at all levels.* *•Enjoyed interactive nature of session.*
Large Group Discussion	31	1	8	22	4	Positive	*•Very useful. I am glad the students got to hear what the staff had to say and vice versa.*
Table Top Discussion	30	2	11	17	5	Mostly Positive	*•Excellent answers to our questions on funding sources.* *Good interaction--sharing ideas with other service providers.* *•Hard to hear at the tables in the dining room.*
Uncharted Paths	30	5	15	10	10	Mixed	*•I would have liked to discuss my role as a support person. I just couldn't connect to this at all. Moreno's talking at us left me very uncomfortable. He took no gauge of who we are, where we're coming from.* *•A disaster! I don't think that it really addressed what leadership is in concrete terms, rather it ballet-danced around the issues with flowery, poetic, PC language and metaphors. . .etc. And was a waste of time when we really could be dealing with real world solutions to problems that are faced by the disabled.*

Utility Ratings, Continued

Uncharted Paths, Cont. *Staff*	*16*	*1*	*8*	*7*			***Though you will no doubt get negative reaction, I found his holistic perspective inspiring--the ideas of embracing diversity, interconnectedness and chaos are ones that I hope to carry with me.***
Students	*14*	*4*	*7*	*3*			***Very engaging with its ideological differences.*** ***Boring and seemed to be only slightly related to what we have been accomplishing here. He has little insight into the disability community and should be educated prior to working with groups of disabled people.***
Women of Summer	13	2	6	6	2	Positive	***Good idea--but we're tired and struggling to enjoy. . .excellent film and good choice for the Institute.***
Other comments	7				7	Mostly Positive	***The combination of self-exploration, role exploration and discussion of practical application was superb and incredibly helpful.*** ***Enjoyed discussion--opportunity to talk about staff-related issues--good to see/hear that others were having some of the same feelings I've been.*** ***As a group we need to practice better listening skills. At times today people said things and the response to the things they said had absolutely nothing to do with what they had addressed. It's okay to change the topic of conversation but I find it insulting to not address what the person has said.***

- **Points of High Involvement**

Activity Mentioned	Number of Participants n=30	Example Comments
Navigating	14	*•Gave me a sense of direction to a campus plan.* *•We dealt with tough issues in an honest manner. I think we broke down some barriers that we had brought with us.*
Discussions	13	*•Dialogue is essential for my learning process.*
Uncharted Paths	6	*•Thoroughly enjoyed and learned from his theory of leadership. Would like to see it in practice.*
Nothing	1	*•I can't say I felt engaged by anything . . . possibly due to fatigue.*

- **Points of Low Involvement**

Activity Mentioned	Number of Participants n=27	Example Comments
Uncharted Paths	21	*•It was excellent information but too much lecture and not enough discussion.* *•He was very offensive and ignorant of feelings.* *•It needed to be more concrete--way too PC--not enough substance.*
Discussions	3	*•Open group discussion with students was difficult to follow and worse during the large group discussion.*
Movie	3	*•I was tired.*
Navigating	1	*•Was difficult to see application at the beginning. Student-faculty dialogue was good!*

- **Most Helpful**

Activity Mentioned	Number of Participants n=28
Group discussions: clarifying feelings and roles of non disabled.	9
Navigating Spaces of Power	6
General--interaction/discussions	6
Practical applications/ideas gained	4
Concept of self advocacy	2
LEEDS staff and speakers	1

- **Most Puzzling/Confusing**

Activity/Concepts/Direction Mentioned	Number of Participants n=17	Example Comments
Activities		
• Uncharted Paths	9	
• Movie	1	
Concepts/Issues/Directions	7	
• Self advocacy		**Different opinions on self-advocacy.*
• Definitions/laws		**The ideas are not clearly presented to those who may not thoroughly understand; e.g., ADA laws and particular terms/abbreviations.*
• Direction		**What do we do next?*
• Sources of Power		** ... puzzled about how to recognize and utilize sources of power.*

- **To Be Pursued**

Comment Focus	Number of Participants n=10	Example Comments
Action	6	*I want to talk with students at my university about experience and getting it known. *I will mobilize more units on campus to help with the cause. I can't and won't do it on my own--WE will be student advocates and assist in empowering the students. *I would like to continue the discussion of new models of leadership--on a small group basis.
Insights	3	*I'm beginning to better identify myself as a member in the disabled community as well as my role in it. *What is my role on campus? What should it be? What changes in my style and leadership in this SSD office should I make?
General	1	*Many, Many.

- **Reactions to Institute Facilities, Support Services, Format**

Element	Number of Participants	General Trend
Lodging	3	Middle Brook Hall: Phone repairs, missing towels. House all participants at some place--socialization opportunities limited.
Meals	3	Getting better, great. Not enough and choices limited.
Accommodations	3	Elevator doors close too quickly. Need options for non-wheel chair users with mobility disabilities. Mobility accommodations for evening activities.
Format	3	Day too long. Presence of staff makes me uncomfortable. Reflective feedback process: more discussion time needed.
Institute Facilities	1	Need room with two doors.

REACTIONS TO INSTITUTE EXPERIENCES--DAY 3

- **Utility Ratings**

Activity	Number Rating	Rating			Comments		
		Not Useful	Somewhat Useful	Very Useful	No. Making Comments	General Trend	Example
Action Plan Work Session	26	---	6	20	4	Positive	*•Structured time to plan and come up with ideas.* *•Helpful to receive guidance.* *•Very rewarding and makes it easy when specific things and steps are written.*
Internet Training	26	3	6	17	10	Positive	*•Internet training could be in two sessions: beginning and advanced.* *•Internet is new to me and I believe it will be very helpful in achieving our goals and also to me as a student.*
Video	18	---	2	16	11	Very Positive	*•Well done.*
Dynamics of Organizational Change	28	5	9	14	7	Mixed	*•Gave a frame of reference for developing strategies to implement our action plans.* *•Needs to be less theoretical and only use university disability examples as a way to make it concrete* *•Did not seem to relate to action plans.*
Reports	21	6	8	7	3	Mixed	*•Too tired and hungry to share a lot.*

- **To what extent has the institute been a meaningful use of your time?**

Total Number Responding	None	Little	Somewhat	Greatly
24	---	1	5	18

- **Points of High Involvement**

Activity Mentioned	Number of Participants n=28	Example Comments
Internet Training	11	*•I see it as a great took which can enable us to communicate after the Institute.*
Work Session	9	*•I found the feedback from institute staff to be most beneficial.* *•We got a lot accomplished.*
Movie	9	
Everything	3	*•This was a hands-on, exchange of ideas day. Very productive.*
Dynamics of Organizational Change	3	
Campus Tour	2	

- **Points of Low Involvement**

Activity Mentioned	Number of Participants n=16	Example Comments
Dynamics of Organizational Change	9	*•Needs to be less theoretical and more applicable to disability issues on campuses.* *•Small group activity didn't have enough information, clarity, or time to perform the task as requested.*
Work Session	4	*•It's hard to see how it's going to turn out.* *•My partner was unavailable due to tiredness. The schedule is quite demanding and has not taken into consideration some of the differences in physical stamina.*
Internet	3	*•Internet training dull and cold.*

- **Most Helpful**

Activity Mentioned	Number of Participants n=26
Work session	11
Internet	8
Discussion/exchange of ideas	5
Movie	3
Dynamics of Organizational Change	2
Campus Tour	2
Recognition by staff that participants are tired	1

- **Most Puzzling/Confusing**

Activity Mentioned	Number of Participants n=7	Focus of Comments
Dynamics of Organizational Change	4	Instructions for small group unclear, not enough time. Facilitators for small groups not clear. Uncertain how to apply framework.
Miscellaneous	2	Logistics of the day. Unsure how to establish goal statements for my institution.

- **To Be Pursued**

Comment Focus	Number of Participants n=13
Action:	
Movie--obtain, use.	5
Internet--obtain access, use	3
Work on action plan/implement	3
Pursue more small group discussion	1
Insight	1

- **Reactions to Institute Facilities, Support Services, Format**

Element	Number of Participants	General Trend
Format		
Pacing	6	Taxing format, tired, too much to process, burnout
Discussion	5	Need more time for discussion and exchange of ideas.
Meals	5	All positive
Institute facilities	2	Computer labs cold
	2	Daily access to computers needed

3

REACTIONS TO INSTITUTE EXPERIENCES--DAY 4

- **Utility Ratings**

Activity	**Number Rating**	**Rating**			**Comments**		
		Not Useful	Somewhat Useful	Very Useful	No Making Comments	General Trend	Example
Tools for Community Building	30	---	---	30	13	Positive	*•She included the participants and gave examples. Her information was very helpful.* *•Great integration of theoretical and practical implications.*
Synergy of Alliance	28	1	4	23	13	Positive	*•The most intense we've had. . .brought some assumptions to light on both sides (disabled and ABs). The personal exchange and fishbowl exercises brought us to a new level of understanding and was impressed by the extent to which people were willing to risk themselves in the groups.*
Intro. to Final	20	---	8	12	2	Positive/ mixture	*•Great inf.* *•Too tired to tell.*

- **Points of High Involvement**

Activity Mentioned	**Number of Participants n=28**	**Example Comments**
Tools for Community Building	20	*•I felt equally engaged in the morning and afternoon sessions. Both were high energy presentations and provided very important insights.* *•Marta's presentation had inf. I will use. Fishbowl exercise made me think of "their" feelings.*
Synergy of Alliance	20	*•The fishbowl activity got people thinking about the schism between the disabled and the non disabled institute members. The power session was very interesting.* *•Very engaging day. Good order.*

- **Points of Low Involvement**

Activity Mentioned	Number of Participants	Example Comments
Synergy of Alliance	9	**Questions proved too much into my private world*
None--Engaged all day	5	
Lunch	3	
Intro. to Final	1	**I was tired*

- **Most Helpful**

Activity Mentioned	Number of Participants	Example Comments
Strategies for Community Building	10	**Marta very accurately helped us to delineate the public and private spheres of our lives in a very concrete way.*
Exploring perceptions of disabled and non-disabled participants	6	**Hearing the ABs point of view about fear of rejection and being oppressors--I don't know if those were feelings or terms they would have used last week.*
Fishbowl	6	**Although painful, understanding that I am on the outside of the disability community is most important.*
Definition: qualities of a leader	2	
Everything	2	

- **Most Puzzling/Confusing**

Activity Mentioned	Number of Participants
Identifying specific strategies/CAP strategies and focus	4
Realizing I'm an outsider	1
Information from AB people in circle	1
Fishbowl	1

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- **To Be Pursued**

Comment Focus	Number of Participants	ample Comments
Action Use/apply learning strategies, concepts	6	*•Develop more allies in my institution.* *•Try the activities [Kaia's] involving abled/disabled at my institution.* *•Change organizing style*
General	1	

- **Reactions to Institute Facilities, Support Services, Format**

Element	Number of Participants	General Trend
Food	2	*Too much salad*
Lodging	1	*No lights in halls of Middle Brook on the first floor*
Format	1	*Allow more time to process during reflective feedback (30 minutes)*

REACTIONS TO INSTITUTE EXPERIENCES--DAY 5

- **Utility Ratings**

Activity	Number Rating	Rating			Comments		
		Not Useful	Somewhat Useful	Very Useful	No. Making Comments	General Trend	Example
CAP Work Session	22	---	5	17	2	Positive	*•Finally got an adequate amount of time to work as a team.*
Group Interviews	25	---	9	16	6	Positive	*•Very good at tying the week together.*
Disability on Agenda	16	---	4	12	2	**Positive**	
Moving Beyond	12	---	6	6	2	**Mixed**	
Juggling	12	3	3	6	3	**Mixed**	*•Affiliation and inclusion. Wish I could have had more time to understand it fully.*
Disability and Higher Ed	10	1	3	6	3	Mixed	*•Topic was much too complex for 1/2 hour. She was forced to oversimplify to the point that some students with no knowledge of ADA and Rehab laws got incorrect information. Also, she wasted 10 minutes having us introduce ourselves and another 10 minutes having us fill out evaluation forms.*

- **(Day 3 Results) To what extent has the institute been a meaningful use of your time?**

Total Number Responding	None	Little	Somewhat	Greatly
24	---	1	5	18

- **(Day 5 Results) To what extent has the institute been a meaningful use of your time?**

Total Number Responding	None	Little	Somewhat	Greatly
23	---	---	1	22

- **Comments on Readings**

Number Commenting	General Trend	Example Comments
13	Positive with qualifications/suggestions	*Readings were interesting and thought-provoking--should have indicated when they would be used during the Institute.* *The readings were very interesting, those readings with deal directly with a session should have been marked so they could be reviewed before the session. Also they should have been sent earlier.* *I found the readings as a great prep although I didn't know how and when they would be utilized.* *A bibliography would have been helpful because at the point I had a thirst for additional knowledge. I did not find the Internet (Time) article helpful.*
5	Positive	*They were great! Set the stage for the week.* *Readings were helpful for me to get in touch with community. I didn't know magazines like the Disability Rag even existed. They were a good background.*
3	Negative	*I didn't think they were very useful. They were too radical and made some assumptions about how people were with issues before they got to the Institute. We never even really used them--they were a waste of my time.* *Too much reading. Need to give a clue as to what readings are applicable to given days.*

- **Points of High Involvement**

Activity Mentioned	Number of Participants
Group Interviews	14
Disability and Higher Education	5
Disability on Agenda	4
Juggling	3
CAP Workshop	2
Everything	1

- **Points of Low Involvement**

Activity Mentioned	Number of Participants
Moving Beyond	4
None	4
Disability and Higher Education	3
Juggling	3
Disability on Agenda	2
Group Interview	2
CAP Session	1

- **Most Helpful**

Activity Mentioned	Number of Participants
Disability on Agenda	5
Group Interview	5
Juggling	4
CAP Session	4
Disability and Higher Education	2
Everything	1
Nothing	1

- **Most Puzzling/Confusing**

Activity Mentioned	Number of Participants
CAP: Unsure about priorities, measurable goals, implementation	2
FIRO-B: REsults, too much time spent on this.	2
Why Parker	1
Purpose of ADA and Higher Education	1
Question in focus group	1

- **To Be Pursued**

Comment Focus	Number of Participants
Feedback/support from LEEDS	1
Learn about service learning program	1
CAP	2
Resources shared	1

- **Reactions to Institute Facilities, Support Services, Format**

Element	Number of Participants
Meals:	
Too many salads	3
Very good	1
Need more food	1
Institute Facilities	
Room temperature cold	2
HHH Center great	1
Combine lodging and meeting place	1
Format	
More connecting theory to application	1
Too many feedback forms, do verbally	1

GROUP INTERVIEWS--SUMMARY THEMES

Focus of Discussion (n=number of groups discussing)	**Themes**	**Example Comments**
High Points of Week (3)	People, interaction, personal insight	**A couple of moments were special. The movie, it all became really clear what the movement was all about. The fishbowl, people were able to express exactly what was on their minds and have trust. The overalls, how the whole thing evolved. There were times I thought the entire thing was going to sink into the sea. Just watch the whole process, people be uncomfortable and evolve was important.* **The most valuable to me was witnessing the process of group, the community forming. At first I felt uncomfortable here. I didn't think at first that all this would come together.* **The high point of my week was the people, getting to know the community, disability rights, culture. I haven't been around this many disabled people since pre-school. Just to return to a sense of community helped a great deal.* **People... also to have a chance to look at what role we as AB's have in relation to the movement. That was useful, not that it's totally clear. It is making more sense.* **As a non disabled person it's difficult to articulate my personal feelings. Many of us here who are non-disable have discussed throughout the week the discomfort we felt on arriving, feeling for the first time somewhat on the outside of the disability movement whereas previously we felt we were "the champions". Suddenly we're outsiders and need to transcend that sense of things.*

Personal Gains (2)	Personal insight, support, and direction	• *accepting [my disability] for what it is, a part of who I am and not something to be overcome. When I first came I never would have thought about being, as it were, "disabled and proud". It's something I've been socialized not to even consider. I've also obtained a feeling of belonging and being understood. I no longer have to exonerate myself for being allegedly different.* *•My first reaction was that I was someplace where I wasn't with my own kind. It was uncomfortable. I learned from this that it's okay to be uncomfortable. I always thought I had a great understanding of the disabled community. I realize that before I came here my professional training wasn't very complete. I have a better understanding and will be a more effective service provider and advocate, whatever role I need to take.* *•I gained a sense of support in being connected to the other participants, feeling I can ask them for advice, thoughts. Individually I can do things for disabled students, bring disability issues to a more heightened level independently of my office, support staff, or work-study students.* *•I have a sense of hope if the 33 of us can make the changes we have, it's possible to do it out there in the world. My student team member and I have grown fairly superficially acquainted at school, but we've grown much better acquainted this week. We're colleagues in this endeavor.*

Most helpful aspects of the institute (3)	Practical strategies, contacts, concrete plans	**How to approach other students to become involved. . . Concrete ideas have been generated here, especially Marta in how to approach working with people and setting smaller goals.* **A better realization of how powerful the students with disabilities on campuses are. As a service provider, I always thought that . . . I have to provide services, rather than pulling in the resources of the students on campus and have them take a much more active part and voice their concerns not just to me but to people who can do something about it. I'm realizing that I can [work with] students more than I have in the past and in a broader sense help them to develop leadership skills to use not only on campus but in life.* **Putting the specific campus action plan steps that will be necessary to take into writing, makes accomplish the goal much easier.*

Least helpful aspects of the institute, (3)	Pace, Teleconference, Theory Application Linkage	*•I reached total saturation. I was not always in the right frame of mind to take in a presentation because I was still mulling over the previous one.* *•There wasn't always time, because the schedule was so packed, to process the information received.* *•I haven't been comfortable with reflective feedback each morning because 15 minutes is insufficient time to have a group discussion. Feedback should be given ample time and appropriate context. There should also be more time built in for informal interactions in order to connect as people.* *It was difficult to connect with the TV/video. The format precluded our interaction, the asking of questions and made it a lecture. When he did encourage questions, he kept going. There wasn't the personal contact of the other workshops.* *•The jump from theory to practical application was not always clearly broached.* *•More concrete issues such as leadership and group dynamics should be dealt with earlier in the week so that there is a sense of direction. People need to feel secure in their skills so that when you start dealing with issues such as the disabled community, more emotional issues, more theoretical issues, people feel confident that they have the appropriate skills to handle those issues and put an effective plan into action.*
Aspects supportive to teams' work. (3)	Opportunity to work together and build a relationship Developing a plan	*•We watched each other go through some tense stuff. We didn't know each other well previously outside of an office setting. . .It's taught me a lot about my student team member, about myself and given me a lot of respect for her.* *•Had I come as a student by myself I would not know who to approach when I return about such things as acquiring funding. My staff team member fills that role, having been there and knowing as part of his job who to contact. My job is to do the student part and get students together.* *•Even doing it period, involving students as collaborative members not as those on whose behalf the work is done, is appropriate. I'm hoping that by the student coming to the Institute, she will be utilized as the trained*

Aspects not supportive to teams' work (3)	Pace/Format	**The schedule. There wasn't enough time. We should have had a little time each day to work on the action plan, instead of 3 hour chunks. Maybe working on one specific component each day. We're doing the bulk of the work this afternoon. If we run into trouble, there's no time left with which to work.*
		**Not enough time. When we get time, we're so damned tired, we're like lumps on a log, too exhausted to work as a team on anything. Working through meals is difficult.*
		**I would have liked for us to regionally brainstorm about ideas we have in common from campus to campus. We can have alliances extend across the country, but realistically we'll probably keep in contact the most within our region.*
	Direction	**We've been confused about direction. However, PL staff have been very supportive.*
	Content	**I didn't get much out of the action plan, mainly because it went over information we had ahead of time.*
		**Some of the alliance exercises like "completing the statements with . . ." I'm not sure how to utilize that in team building when I return to my campus. I wanted more related to team building within the framework of returning to our campuses and how realistic the prospect of accomplishing that is. Taking it out of the abstract and applying it practically is a big jump sometimes.*
		**It would really help to have a session based on how to approach administration. . . There wasn't a great deal of student input from outside the participants. . . There needs to be focus less on radicalism and more on working within the system, with systemic powers . . . to get what we want. That's practical.*

Readings (4)	Raised concerns about purpose/orientation of institute Directions/instructions to reader, needed Arrived late	**I don't think they were helpful. It set some of us up for expectations of a demonstration-oriented experience.* **That's where I really got freaked. I don't come from a radical background. Allusions to "crips" and "Tiny Tim" caught me off guard. I'll read them now with a better understanding of what they're trying to say. The Institute jumped the gun introducing those issues before we got here.* **I was a bit afraid when I first read them, because there was some extremely radical material. I wondered what I was getting into.* **The readings were a bit alienating for me. There was no explanation as to when they would be used, if ever, whether we would discuss them.* **It was good preparation, but could have arrived a couple of weeks earlier.*
Pre-Institute Questionnaires	Not Collected	
Videos(4)	Well received, review placement in schedule	
Institute Facilities/Services(4)	New Items Only Reduce number of Institute Participants Increase awareness of HI staff about access issues Bus transportation to Sommerfest	

Relations with Project LEEDS Staff (4)	Appreciate responsive support provided during Institute	*I appreciate the flexibility of the staff . . there was an understanding of what people were asking for and an attempt to adjust as necessary. Time and energy was spent respecting and responding as best as possible within the structure to [meet] people's needs.* *I found them very helpful. They're all very concerned, very accommodating.* *It would have been ideal if we could have scheduled one-on-one time with one or more of them. If you wanted to talk to somebody, so did 15 other people. There were so few breaks that when you finally got one you wanted mostly to just get away from the pressure for a while. It's not that staff weren't available, but there should have been time set aside for the purpose. They were very accessible, but there just wasn't enough time.*

Things staff should do to enhance institute experience (4)	**Additional staff support/volunteers may be needed**	***Everything was taken of administratively; you guys could have been more available for us. You need more support staff.*** ***We needed more volunteers. If would [help] if this year's participants were next year's volunteers.***
	Recognize personal needs when planning schedule	*We need to acknowledge that "disability time" is much different than AB time. It probably takes me two and a half hours to get myself going in the morning as opposed to 45 minutes. That's a big difference in terms of hours slept. If you intend to keep such a rigorous schedule, you should make it known more directly that people need to take time for themselves. Or structure it so that people don't have to choose between getting the rest necessary to take care of themselves and attending all of the Institute.* *Coming to an institute for disabled people that expects us to apply able body standards of cramming information in is inconsistent with acknowledging that we don't have bodies that can do it.* *Stretch it to 8 days, leaving the same content but allowing more space for interaction, digestion, team sharing. Everything was valuable, but there wasn't enough time.*
	Pre-institute communication	*Perhaps a bit better preparation beforehand and a little less mystery. I didn't know what was going to happen at all before I arrived.*
	Misc.	*Phone numbers and addresses of all the participants, speakers. Have 3-hole punches available.*

Staff understanding of team issues.	To some extent.	*So far as specificity goes, specific problems, I guess they have as much knowledge as they need which isn't much. They don't need to know about specific problems. . . They have a good feel for where access problems are in general, what creates those problems, some idea of how to solve them generally.* *I don't know whether the entire team would really understand exactly what we're experience on our individual campuses. I think you may have a general idea of scarce resources, but specifically I don't think you can in terms of such concepts as institutional culture and belief systems.* *It would be difficult, because we come from so many different types of colleges and it would be hard for you to be aware of our backgrounds. The needs assessments might go out earlier next year for you to get a look at and have an idea of what prospective participants are dealing with. A brief interview before the Institute would have facilitated participants with similar goals getting together. Next year, those thinking of applying might be made aware of which schools participated this year as an informational resource; what to expect in the experience.*
Goals confident in reaching	Teams differed in how they responded to this question. Most responses were general, there was a low level of specific description about their plans. Southern region responses suggested less clarity and confidence about next steps than other regions. They had concerns about campus acceptance and funding, the ability to engage people in the process. Western region responses very clear about plans and next step options.	

Support needed from PL	• **Support partnerships among PL projects**	*PL is better perceived as a partnership. Participants can help shape the project. Quarterly progress summaries (or newsletter) would be appropriate: focusing on participant directions, sharing general information, documenting project activity for administration.*
	• Consultation	*It would help to have an on-site visit. Having someone with an outside perspective come in and take a look at what you're doing and how you're doing it, brainstorming, in an advisory capacity by seeing our specific situation, would be extremely helpful.* *I'd like strategies on how to get administrators to consider this a real issue and not one that's attended to when a complaint is made or their worried about protecting the institution.*
	• Information and support for grant writing	*We should think for the future about ways to collaborate on grant proposal writing. Washington is starting to want institutions to come together on certain things. This is a great group to begin that.* *PL can provide information on national sources of funding for programs or grant money, just a list of organizations. Or information on where to find such lists.*

J. References

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